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ABSTRACT

The 1975 Northeast Conference's Reports propose to help language teachers at every level define their goals, implement them, and help their students recognize their achievement of language skills. The three components explored in the Reports are curriculum, teaching styles and strategies, and evaluation techniques. These components should not be considered separately, however, and therefore are found combined and highlighted within the readings. Curriculum is examined in view of its essential role in the achievement of stated goals. The role of the teacher is examined in establishing goals and designing curriculum. The reports stress the importance of testing and evaluation in the wide sense of any information-gathering activity. Part one of the reports deals with the background, and part two with implementation, of these goals. Appendices contain outlines of general educational goals and student objectives; goals and sub-goals on levels 1-6; a culturally-oriented situational theme for the German, Italian, and Spanish class; and a questionnaire on FL testing. Articles and papers of the Northeast Conference Awards are: "Gladly Teche...and Gladly Lerne," by D. D. Walsh; and "Fusion of the Four Skills: A Technique for Facilitating Communicative Exchange," by R. J. Elkins and others. (AM)

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REPORTS OF THE WORKING COMMITTEES

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About the Northeast Conference

It began in 1954 as an outgrowth of the Yale-Barnard Conference on the Teaching of French. During its twenty-two years the focus of the annual Conference has been on effective learning of languages, all those commonly taught in this country, ancient and modern, including English as a second language. In preparation for each annual Conference, Working Committees meet at intervals during the year, writing successive drafts of Reports published as *Reports of the Working Committees,* which serve as the basis for the Conference discussions. In order that the discussions may be judiciously based on the *Reports,* they are mailed to Conference preregistrants a month in advance of the Conference.

In addition to the Working Committee general sessions, there are showings of teaching films, workshops, and exhibits of textbooks and other teaching aids.

The Conference is sponsored by hundreds of schools, colleges, and educational associations. Representatives of these sponsoring institutions form an Advisory Council, which has a meeting and a luncheon at the end of each Conference.

Over the years the Conference has become the largest and most influential gathering of foreign-language teachers in the country. Some three thousand teachers from some fifty states and foreign countries now attend each annual meeting. The Northeast Conference has encouraged and aided the formation of other similar regional associations: the Southern Conference in 1965 and the Central States Conference in 1968.

The Conference has three awards: The Donald D. Walsh Foreign-Language Research Grant, the annual Stephen A. Freeman Award for a published article on teaching techniques, and the Award for Distinguished Service and Leadership in the Profession. The first seven recipients of this award have been Stephen A. Freeman of Middlebury College, Nelson Brooks of Yale University, Harry L. Levy of Fordham University, Robert G. Mead, Jr., of the University of Connecticut, Freeman Twaddell of Brown University, Emma Birkmaier of the University of Minnesota, and Donald D. Walsh of the Northeast Conference.

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NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES

GOALS CLARIFICATION:

CURRICULUM
TEACHING
EVALUATION

Reports of the Working Committees
Warren C. Born, Editor
1975

ADDITIONAL COPIES of the 1975 *Reports* may be purchased at $4.00 each in the Registration Area during the Conference. After the Conference copies of the 1975 *Reports* and of back *Reports* for the years 1954 through 1974 may be purchased at $4.00 each plus postage and handling from the Northeast Conference, Box 623, Middlebury, VT 05753. See pp. A-2 ff. for ordering information.

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The Northeast Conference is an affiliate of the American Council on the Teaching of Foreign Languages and the National Federation of Modern Language Teachers Associations.

Preface

For the twenty-two years that the Northeast Conference has been serving foreign language teachers, it has addressed itself to the practical aspects of theory as they related to the day-to-day task of those teachers. As the goals and interests of our students kept changing, the *Reports* and the Conference continued to reflect the efforts of the profession to meet these constantly developing demands. The Northeast Conference *Reports* for 1975 take up the theme begun in 1973 and continued in 1974. These Conferences explored techniques for enhancing the teacher's effectiveness through his familiarity with conscious interaction procedures and programs—independent of specific methodologies—which responded to the individual's various interests and abilities without sacrificing language competencies.

It is the contention of the 1975 Northeast Conference that the foreign language teacher is not only working mightily but performing in equal measure. Within the wisp of time that constitutes a two-, three-, or even four-year course, the student is immersed in another world; he is taught to snatch meaning from alien rhythms and sounds, express his needs, however hesitantly, using strange linguistic patterns, pull sense from odd combinations of written symbols, and often convey his own written message through those symbols. But instead of congratulating ourselves on our successes, we bemoan our failure to confer the same degree of mastery that one or two decades of total immersion in his native language have given the student.

To attain that elusive mastery, the foreign language profession has espoused one approach after another, developed methodologies, and quarreled over techniques and devices. We seek always to increase our effectiveness, but we frequently succeed in implementing one panacea only to abandon it shortly thereafter when it proves lacking and rush to adopt another and another, adding to our pantheon without ever experiencing apotheosis. The 1975 Conference suggests that we have overlooked what is perhaps the prime feature of all our striving: the goals we work toward. Too frequently we have neglected to limit them, define them, and specify them in measurable and realistic terms. We have been reaching for the ultimate without recognizing the many plateaus that lead there as worthwhile attainments in themselves. But no longer.

This year we ask the profession to take a respite. We ask you not to look at what is left to be done, but at what we are doing and doing well—at all levels of our profession and in all the languages we teach. The mission that we have undertaken for 1975 is to point out how you, the teacher facing the class day-after-day, can take the materials—the books, the hard- and software that you prefer using—and organize them about themes of interest for the presentation and development of the linguistic and cultural goals that you and your students feel most valuable. We expect to show you how to define and limit the goals, keeping them within the boundaries of attainable reality.

We suggest teaching techniques that have proven successful for your examination, adaptation, adoption, or dismissal. We offer ways of testing items and reporting the results to your students, so that they will realize that they are indeed learning and moving ahead steadily along the various continua of skills.

We believe that it is neither feasible nor wise to separate curriculum, teaching, and evaluation into discrete parts. Each depends intimately upon the others, and none can function in the absence of the others. Consequently, the reader of the *Reports* will find the three areas coordinated within the body of the readings and combined and highlighted during the workshops.

As a profession we must seek the positive by helping our students perceive that they are achieving measurable skills, not pursuing some ever-elusive mastery. We must realize that we operate within constraints of time and thereby must set our sights at realistic goals. The *Reports* and workshops that constitute the 1975 Northeast Conference propose to help each teacher of each language at each level define his goals, implement them, and help his students know when they, the students, have achieved them.

An immense debt of gratitude is owed to the busiest and kindest people in the profession: the committees who prepared the *Reports*, the editor, the workshop leaders, and the Northeast Conference Board of Directors. I thank them for their encouragement, guidance, and unstinting hours of work.

Jerome G. Mirsky

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Goals Clarification: Background

Introduction

Language is a living phenomenon. Like all living bodies, it has an environment and grows in developmental stages. In language learning, all elements of the underlying culture of the target language are vital to the learning environment in which the basic skills are nurtured and move toward maturation. In order to understand how these skills act and interact, the parameters and the behaviors appropriate to each level of development or instruction must be clearly defined.

The three key elements of any successful educational venture are the teacher, the curriculum, and the evaluation techniques employed to determine whether learning has taken place. These three components are inseparable, and it is a difficult, if not impossible, task to rank these elements in order of their importance in the educational process. Each is dependent upon the others. Let us also not forget the student, who, through his responses and reactions to the three key elements, is *the* most important member of the educational process.

Once the student is enrolled in a foreign language class, the action and interaction of the three components of the educational process begin. The initial step of the process may have been a prognostic test to estimate the degree of facility with which the student will tend to learn a foreign language. The teacher assigned to teach the class may have received some guidance from a foreign language supervisor or a curriculum specialist. A specific curriculum

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may be outlined for the teacher to follow, or a basic textbook may form the curriculum. In either case, one may question what input the teacher has had into the specifics of the 'curriculum' he is to follow. There are many ways to teach and to evaluate student progress, but the curriculum usually becomes the road map which the teacher must follow to reach a specific goal within a specific period of time—whether the map is a carefully planned course of study prepared by the teacher or lessons one through twenty of a textbook. Consequently, it is the 'curriculum' that is most often under attack.

This *Report* will explore the curriculum, varied teaching styles and strategies, and evaluative techniques. It will examine what curriculum is and how it is essential in the achievement of the stated goals of the curriculum—regardless of the educational level, FLES through graduate school.

The Committee for Curriculum presents the following Key Concepts related to foreign language education.

(1) The basic education of every student should include the learning of a second language.

(2) The humanizing experience of foreign language study should be available to every student at every level of instruction.

(3) Foreign language study can make future generations more sensitive to and more understanding of speakers of other languages.

(4) Language and culture are so closely related that both must become principal goals in foreign language programs at all levels of instruction.

(5) The goals of the foreign language program must be in consonance with the overall goals of the school. In this way foreign language study becomes an integral and related part of the student's total educational experience.

(6) Clearly defined goals and objectives, expressed in terms of student behavior or performance, must be formulated for all foreign language courses at all levels of instruction.

(7) In order that foreign language study be a self-fulfilling experience for the student and change his attitude toward speakers of other languages, it must provide him with the facility to express himself in real-life situations using the foreign language. Classroom activities must include opportunities for the student to demonstrate his language learning within the psychomotor, cognitive, and affective domains.

(8) Foreign language programs must be sensitive and responsive to the needs of students, teachers, and community.

(9) Foreign language learning must produce results which are rewarding to the student and relevant to his daily life. It must become a stimulating experience for both student and teacher, enabling each to tap his creative resources.

(10) Creative techniques, e.g., role-playing, dramatization, games,

must be developed to show the student that he is moving toward mastery of the foreign language.

(11) Culture must no longer be viewed solely as the contribution of a country to world civilization through its history, geography, literature, art, music, science, etc. The daily life and customs of the people must become the focal point of culture and serve to lead the student to an appreciation of other people in the world community.

The Curriculum

Curriculum consists of all the educational experiences planned by those whose major responsibility it is to provide instruction in foreign languages. Traditionally, a curriculum has been written by a committee charged with the creation of a standard area of study with which all teachers and schools in a district or state can work. Among those elements that have influenced the design of the curriculum are the state foreign language consultants, foreign language publications, school administrators, boards of education, colleges, local teacher associations, workshops conducted by foreign language associations, publishers, test makers, parents and the community, foreign language administrators on the local level, teachers, and students.

FOREIGN LANGUAGES IN THE CURRICULUM

A Historical Background. The United States has long been a monolingual nation. The teaching of modern languages was modeled after the teaching of classical languages, which held a prestigious and powerful place in American education during the first half of this century. The aural-oral skills were almost completely ignored; reading and grammar, or the analysis of language, were the primary goals of the program. The study of a foreign language was limited to those students who aspired to continue their education beyond the secondary school and to those of superior intellectual ability. The study of a foreign language became a status symbol, and those students who studied a foreign language were looked upon in a special way within the academic community.

The advent of the audiolingual-visual-graphic approach to foreign language learning at the end of the 1950's attempted to rectify and strengthen the role of foreign languages in the curriculum by stressing the goals of aural-oral communication with reordered emphasis on the reading and writing skills. The enthusiasm of foreign language teachers, coupled with the unrealistic expectations formulated by students and parents in response to our own goals, which were also unrealistic because of the limited time students spent in our classes, led us to become aware of a tendency of the foreign language profession—reliance on imposed methodologies. New ideas and approaches became panaceas promulgated in language classrooms throughout the nation. Yet, even as we were changing our methodologies and approaches, our students were changing dramatically before our eyes. Education ceased to be long-range and goal-oriented for our youth. They wanted immediate and instant satisfaction. We had not lived up to our proclaimed goals of bilingualism and facility in the aural-oral skills of language learning. As the tenor of education in universities and colleges changed with the removal of requirements for admission and graduation, and students were given greater latitude in the selection of their courses, the captive audience we had held for so long slipped rapidly through our fingers. Human values were also changing, and elitism, often the sole means of keeping students in a foreign language program, dissipated. A new direction had to be found. Other pedagogical approaches, such as the individualization of instruction, promised new success and higher enrollments. Foreign language teachers once again felt that they were being asked to climb upon a bandwagon. What *is* needed is clarification of the goals of foreign language education before we embark on any new course or single out any one event as the cause of our present state of affairs.

The present condition of foreign languages is not as dismal as many people have been led to believe. Although a small percentage of the nation's secondary school students are enrolled in foreign language classes, 26.4 percent as reported in 1970,[1] there is much good happening in foreign language programs across the nation. Good teaching based on a variety of methodologies or processes does exist, and it should not be changed solely for the sake of change. Testing procedures must be expanded to show students that they have made progress in the eternal process of language learning. It is the curriculum or the educational experiences of our students which must be constantly reviewed or modified in order to meet the needs of the student population.

Goals Clarification. In the past several years we have learned that students are interested in practical language for communication.[2] They want to be able to communicate on a daily basis about topics within their experience. Therefore, the goals which we set must be meaningful to our students. These goals must also be realistic, attainable, and measurable. Learning should be an enjoyable experience, and the educational program should meet this requirement. The need for intercultural understanding is ever present, and foreign language learning can lead to achieving this goal. The relationship of foreign language courses to courses in other subject areas and to career objectives and goals must also become an inherent part of our curriculum. There are intellectual and humanistic goals to language study, and these must be made evident to the student. In essence, language study is an invaluable tool in the world of today and of tomorrow, and it is the responsibility of language educators to make all the values of foreign language study known to students and to show students on a day-to-day basis how they are moving toward the achievement of the expected goals.

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[1] "Foreign Language Enrollments in Public Secondary Schools. Fall 1970," *Bulletin of the Association of Departments of Foreign Languages* 4, iii(1972), 20-21.

[2] Joseph A. Tursi, ed., *Reports of the Working Committees of the Northeast Conference on the Teaching of Foreign Languages* (New York: The Conference, 1970), p. 39.

A Functional Definition of Curriculum. Understanding the implications of the curriculum requires that a functional definition of this often misused term be established. The dictionary defines the term as a 'course of study.' The original Latin derivation meant a 'race track' on which chariot races were held. Yet curriculum as we know it today consists of (1) goals and objectives which deal with the four fundamental skills and culture; (2) course content which includes subject matter, materials, a course of study, and lesson plans; (3) human resources which are available in the educational system; and (4) informal and formal evaluation of the objectives set forth.

In order to create a curriculum, there must be input from all members of the educational community, from FLES to graduate school. Subject-area specialists must translate the goals and aspirations of all members of the community into goals and objectives which are realistic and measurable. Beginning on page 65, attainable goals for each of the four skills and culture at each level of instruction will be indicated. An actual curriculum unit will be used to indicate specific objectives for one level of instruction. Teaching and testing techniques and strategies based on this unit will also be shown and demonstrated in workshops at the Conference.

Goals can best be clarified, established, and achieved when the practitioner understands the interrelationship of the basic skills and the possibilities of accomplishment within a 'level' or time span. In order that the total curriculum may function effectively, certain incremental steps in the development of each skill are fundamental. A taxonomy serves to classify the levels or stages of development of the skills as the student moves toward linguistic competence and more complex thought processes in the target language. It is beneficial to the teacher to be cognizant of the developmental process of the various skills in second language learning. An example of a taxonomy that defines six principal levels of thinking in which the student is involved as he moves along the continuum of skill development was formulated by Bloom.[3]

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[3] Benjamin S. Bloom *et al.*, *Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook I: Cognitive Domain* (New York: David McKay, 1956).

The six principal levels of Bloom's taxonomy include, from the lowest level to the highest:

Memory	The student recalls or recognizes information.
Comprehension	The student is asked to transfer his knowledge or to change it into a different symbolic form of language. *Interpretation* is another aspect of comprehension. The student discovers relationships among facts, generalizations, definitions, values, and skills.
Application	Requires the use of both memory and comprehension. The student identifies an issue and then selects and uses an appropriate generalization.
Analysis	The student must solve a problem.
Synthesis	The student solves a problem that requires original and creative thinking.
Evaluation	The student makes a judgment of good or bad, right or wrong, according to standards he designates.

Furthermore, in recognition of diverse student interests and needs, the profession must adopt a variety of approaches and techniques if linguistic mastery and communicative competence are to be achieved.

The Role of the Teacher

No explication of the present Conference topic is complete without examining the teacher's involvement in establishing goals and designing the subject-area curriculum.

The major purpose of this section is to reaffirm the validity of the standard, general goals of foreign language learning: developing the four skills, and understanding and appreciating the target culture. The second purpose is to communicate the importance of correlating these goals with the general statewide and institutional goals at the elementary, secondary, and postsecondary levels, such as developing civic responsibility, maintaining a positive self-image, ensuring empathetic human relationships, fostering awareness and appreciation of human achievements past and present.

The author of *Future Shock* echoed the plight of all subject areas including foreign languages. In his discussion of curriculum, Alvin Toffler suggests that "nothing should be included in a required curriculum unless it can be strongly justified in terms of the future."[4] He goes on to challenge teachers and faculty members who are satisfied with present-day curricula to explain to an intelligent student why mathematics or *French* or any other subject is essential to him.[5] Toffler does not infer the wholesale removal of subjects from the educational curriculum. Instead, he appears to be counseling teachers of all subjects and at all institutional levels to be able to justify their raison d'être in the *total* educational plan.

It is neither Toffler's intention, nor that of the Committee on Teaching, to impose a set of current goals for foreign language programs. The purpose of this admonition is to encourage foreign language teachers to seize the opportunity to study and reevaluate curricular goals systematically in terms of their relevancy to those of state departments of education and educational institutions. Indeed, if we are able to build and defend our curriculum successfully on these grounds, then foreign language learning can virtually be assured of a lengthy and healthy existence as part of an individual's general education and, thus, a standard part of the institution's curriculum.

ACCOUNTABILITY AND THE NEED TO ESTABLISH CLEAR STATEMENTS OF GOALS AND OBJECTIVES

In recent years, there has been renewed interest in the teacher and the teaching process as a sequel to the attention paid to the student and the learning process. One of the major reasons for this renewed interest is the concept of accountability which holds teachers responsible at all levels of the educational continuum for the results of learning and teaching. Before foreign language teachers, or any other subject-area personnel, can deal with accountability, they must establish exactly what they will be held accountable for as well as the manner in which their degree of success in meeting curricular goals will be evaluated. If foreign language teachers are to be masters of their own fate, then it is imperative that they give much consideration to their present programs in terms of *what* they wish to accomplish, *how* they will accomplish it, and how they will know *when* the goals have been met. In short, we must clarify goals and objectives for each individual program, whether state, local, or institutional. There must be no question of what the foreign language curriculum intends to accomplish in a particular educational environment. The important task for foreign language teachers at this point is not to attempt to standardize foreign language curricula on a broad basis, but merely to establish clear statements of goals and objectives and the manner in which they may be achieved and subsequently evaluated. There is much concern in the profession that this task be accomplished soon and from within the profession, before it ultimately is *imposed* from without.

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[4] Alvin Toffler, *Future Shock* (New York: Random House, 1970), p. 409.

[5] *Ibid.*, p, 410.

THE NEED FOR A SOUND RATIONALE

Now, more than at any other point in the history of foreign language teaching, the teacher, the supervisor, and the profession in general need to be able to justify readily the study of foreign languages in educational institutions—elementary, secondary, and post-secondary. As valid as broad, traditional goals may be, it is no longer enough to enumerate them in terms of valuing another culture, appreciating literature, promoting understanding between inhabitants of this multi-ethnic country. Nor does it suffice any longer for secondary school programs to emphasize a real, but less desirable, rationale, i.e., to qualify for college entrance. Unfortunately, some teachers are even unable to offer these reasons. Recently, at a local, secondary-school PTA meeting, a principal's sincere endorsement of foreign languages in the curriculum prompted a parent to ask him *why* his child should study a foreign language. Unable to respond, the well-meaning administrator passed the question on to the guidance counselor, who unhesitatingly relegated the response to a foreign language teacher who happened to be present. The inability of the principal and the counselor to respond was unfortunate; however, the foreign language teacher's painful silence was inexcusable. The incident triggered an urgent request from a concerned parent, who also happened to be an educator attending the meeting, for an updated, printed brochure on the raison d'être of foreign languages in the curriculum.[6]

There is a need for serious consideration of goals clarification in foreign languages at all levels, FLES through university. The problem in justifying the study of foreign languages does not lie in an inherent absence of justifiable goals, but rather in the profession's delay in promoting and implementing goals clarification techniques for teachers of foreign languages. There is no simplistic solution to the permanent justification of foreign languages in the curriculum. However, goals clarification in foreign language programs represents a giant step toward the elimination of confusion and ignorance which result in situations such as the PTA incident described.

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6. A brochure dealing with this topic is currently being prepared under the direction of the American Council on the Teaching of Foreign Languages (62 Fifth Avenue, New York, N.Y. 10011).

THE GOALS DILEMMA OF FOREIGN LANGUAGE PROGRAMS

Faced with an array of diverse and even conflicting goals, teachers of foreign languages often have to make difficult decisions: which traditional or innovative goals to accept or to reject, how to reconcile established goals and the very real needs of individual students, how to set realistic priorities from a lengthy list of possible goals and objectives, how to determine alternative plans or strategies for the implementation of goals and objectives. Such a dilemma appears to be born out of the many roles which today's foreign language teachers are expected to assume. Although these roles can probably never be adequately described,[7] they include the following:

(1) Motivation: the teacher as stimulus and guide;
(2) Interpersonal relations: the teacher as counselor;
(3) Learning skills: the teacher as psychologist;
(4) Communication and literacy skills: the teacher as master of content in the foreign language;
(5) Culture: the teacher as interpreter of that culture in the classroom, the institution, and the community;
(6) Valuing the uniqueness of language and culture: the teacher as aesthetic guide;
(7) Evaluation: the teacher as effective implementer and translator of evaluation results in the classroom, the school, college, or university, and the community;
(8) Improvement of the curriculum and the teaching process: the foreign language teacher as a professional and as a student; and
(9) Interpreting the foreign language program to the community: the teacher as public relations expert.

This variety of roles, assuming their acceptance as vital to the intellectual growth of the learner, infers the need for careful identification of the broader, long-range objectives of a particular course of study. Thus, foreign language teachers, via the goals clarification process described on page 24, should identify and clarify what it is that they ultimately want their students to accomplish as a result of their formal education, up to and including postsecondary levels. These roles further demand a clear understanding of the methods by which the teacher will attempt to insure that those ultimate goals are attained. In short, if the foreign language teacher is to play the role of counselor, psychologist, catalyst, diagnostician, and public relations ex-

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7. James W. Dodge, ed., *Reports of the Working Committees of the Northeast Conference on the Teaching of Foreign Languages* (New York: The Conference, 1971), pp. 26-34.

pert, he must diligently tend to the individual lesson and course objectives and to the needs and goals of the student without losing sight of their combined contribution to the broader, all-encompassing goals of the school, college, university, state department of education, and society—those behaviors and understandings which identify a person as an educated individual.

It is encouraging to note that national, regional, state, and local foreign language associations are becoming increasingly more responsive to these teacher roles. A review of the conference programs of foreign language associations offers overwhelming support for this conclusion. Along with indispensable basic topics, e.g., teaching reading, developing awareness of foreign culture, teaching writing, or learning the dialogue, recent conference presentations addressed themselves to foreign languages and the community, foreign language study for the demands of the future, foreign language for the nonlanguage major, human dynamics in the classroom, the role of foreign language study and career education, foreign languages and international education, and a host of other, less traditional topics.

It is noteworthy that the purpose of such sessions is not to advocate the abolition of teaching fundamental skills. Indeed, adequate mastery of one or more of the basic language skills is vital to achieve course objectives. In short, these topics eventually deal with a question that is extremely crucial at present—"Foreign languages for *what?*" To ignore this question at the expense of exclusive concentration on achieving fragmented objectives in the area of fundamental skills is self-defeating.

Foreign language educators in this country often find themselves in the position of having to defend the study of a foreign language as a fundamental component and not a frill in the total curriculum. It would appear that an important step in correcting this posture is for foreign language teachers to recognize that immediate goals—mastery of one or more of the four skills—must be intricately blended with an equally important long-range goal—*language for life.*

EXEMPLARY ATTEMPTS AT CLARIFYING GOALS

As was noted earlier, the need to analyze foreign language goals is vital. According to Joseph Vocolo,[8] a reconciliation with broad educational goals has never really been attempted. It is precisely this situation which has contributed to the weakening position of foreign languages in the total educational curriculum. Furthermore, the absence of reconciliation of language and general educational goals deprives foreign language educators of some forceful and illuminating arguments in support of their discipline.

In view of the above, it is noteworthy to cite several attempts to relate the goals of foreign language programs to those of the general curriculum.

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[8] Joseph Vocolo, "What Went Wrong with Foreign Language Teaching in High School?," *Educational Leadership* 31(1974), 294-97.

In 1971 and 1972, committees of foreign language teachers in Delaware and Maryland coordinated objectives in foreign languages with four general educational goals—civic responsibility, positive self-image, career education, and empathetic human relationships. The resultant list of foreign language objectives (Appendix A) dramatically demonstrates the interdisciplinary nature of the subject area. In the spring of 1973, the Maryland State Department of Education strongly endorsed the creation of a Subcommittee on Career Education, which included state and county supervisors of foreign languages, foreign language educators at the secondary and post-secondary levels, administrators, and guidance personnel. The initial task of this Subcommittee was to reconcile goals in career education as developed by a State Task Force with the more traditional goals of foreign language programs. These efforts resulted in a publication entitled *The Many Languages of Career Education.*[9] The Subcommittee has continued its ongoing tasks of reviewing, refining, and rewriting goals in career education-foreign languages.

More recently, in the spring of 1974, representatives from the fields of art, dance, drama, foreign languages, and music met under the sponsorship of the Maryland State Department of Education to develop a set of common goals for the arts and humanities in the state. The following goals were agreed upon across all disciplines:

(1) To develop the skills necessary to communicate expressively and creatively through the arts and humanities;
(2) To develop the ability to make aesthetic judgments;
(3) To value and enjoy the arts and humanities as an important realm of human experience; and
(4) To acquire knowledge of the arts and humanities and their role in history.

Specific goals and sub-goals under these broad headings were developed by teachers of each subject area. The goals and sub-goals for foreign language can be found in Appendix B.

Charlotte Anderson, Chairman of the Department of Foreign Languages, Montgomery County (Pa.) Community College, recently cited an entente cordiale between her department and other departments on campus.[10] Concerned about the deterioration of general language skills among students, representatives from the foreign language, history, social sciences, business, mathematics, and physical sciences departments scheduled a joint meeting to explore the possibilities of improving the language skills of their students. Although there is no direct reference to this meeting as being a goals clarification session, it represents the vital first step in that process. A close and genuine alignment of language goals with the broader goals of general education can only strengthen the position of the foreign language teaching profession as a whole.

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[9] *The Many Languages of Career Education* (Baltimore: Maryland State Department of Education, 1974).

[10] Charlotte Anderson, "The Role of Foreign Languages in the Total Curriculum," *Bulletin of the Association of Departments of Foreign Languages* 6, i(1974), 20-22.

THE GOALS CLARIFICATION PROCESS: ESTABLISHING A LIST OF INTEGRATED SUBJECT-AREA GOALS

The process of clarifying goals for foreign language programs has to be ongoing in the sense that goals and objectives must be reviewed, analyzed, and challenged at frequent intervals. The process has to be carried out on the departmental, institutional, and state levels, but, inevitably, the individual teacher must come to grips with the task of personal goals clarification if classroom teaching and learning are to have direction and meaning.

The following suggestions will be useful in the process of goals clarification:

(1) Study the general educational goals of the state, local school system, and post-secondary institutions;
(2) Study the existing foreign language goals of the state, school system, post-secondary institution, or department;
(3) Examine materials used in several other states and educational institutions;
(4) Reconcile foreign language goals with general educational goals;
(5) Study the goals of other subject-matter areas to find the points of similarity and overlap;
(6) Disseminate and discuss the results of your goals clarification efforts as widely as possible, obtaining as many reactions as you can;
(7) Revise your goals as needed.

SELECTING A REALISTIC WORKING SET OF GOALS

Faced with a seemingly endless list of goals in foreign languages, the next task is to choose carefully in the light of the often harsh realities of the situation: limited funding, inadequate staffing, poor equipment, outdated materials. Failure to choose wisely and realistically, or to establish priorities in goals and objectives has led, in the past, to the sort of 'folk linguistics' described by Leon Jakobovits,[11] i.e., where ill-defined and hazy goals have led the public and students to believe that a limited three-year or three-semester program could produce fluent speakers of the language.

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[11] Leon A. Jakobovits, "Physiology and Psychology of Second Language Learning" in *Britannica Review of Foreign Language Education, Volume 1*, ed. Emma M Birkmaier (Chicago: Encyclopaedia Britannica, 1968), 214.

Once again, the process of selecting goals must be continuous. Students, teachers, the wishes of the community, societal conditions—all change with great rapidity. The process is both a group and an individual one; the individual teacher must select goals for a particular level, class, or group. The following are suggestions for the process of goals selection:

(1) Involve as many people as possible in the process of goals selection: students, recent graduates, administrators, teachers, counselors, representatives from the community, business, and industry;

(2) Indicate the available resources and constraints of existing foreign language programs: staffing, funding, scheduling, in-service programs, community resources, volunteer services, etc.

(3) Select goals based on (2) and rank them in terms of priorities. Major emphasis may be on communication skills followed by cross-cultural understanding and career education. In other instances, the consensus may be that first priority be given to cross-cultural understanding and human relations. Where resources are more extensive and interests diversified, interdisciplinary programs may be stressed.

FORMULATING SUB-GOALS

After having established a list of integrated subject-area goals and having selected a working set, it would seem logical to formulate sub-goals. In his text, *Goal Analysis*, Robert Mager presents a sequence of five steps which are pertinent to this activity.

Step One:	Write down the goal.
Step Two:	Jot down, in words and phrases, the performances that, if achieved, would cause you to agree the goal is achieved.
Step Three:	Sort out the jottings. Delete duplications and unwanted items. Repeat Steps One and Two for any remaining abstractions ('fuzzies') considered important.
Step Four:	Write a complete statement for each performance, describing the nature, quality, or amount you will consider acceptable.
Step Five:	Test the statements with the question: "If someone achieved or demonstrated each of these performances, would I be willing to say he has achieved the

goal?" When you can answer yes, the analysis is finished.[12]

For a detailed description of each step, the reader is urged to read Mager's complete text.

Measurement Contributions to Effective Foreign Language Learning: Possibilities and Current Practices

INTRODUCTION

It has recently become fashionable for teachers and supervisors to look somewhat askance at 'measurement' or 'testing and evaluation' activities in foreign language learning on the grounds that the newer approaches to language instruction—emphasizing continuous student progress on an individualized basis—have made anachronistic and counterproductive such concepts as 'grading' students or 'passing' or 'failing' them on the basis of test results. This criticism might be justified if the term 'testing and evaluation' were considered to refer only to the mid-term and final examinations or other formal procedures by which students have traditionally been sorted into categories of success, mediocrity, or failure within a fixed instructional system.

It is the view of the Committee on Evaluation that the term 'testing and evaluation' can and should be interpreted in a much wider sense to include *any information-gathering procedures which teachers or administrators use with language students or prospective students in connection with the language teaching program.* As we hope to make evident in the following discussion, such a broadened approach to 'testing and evaluation' can encompass a wide variety of measurement activities which not only are well suited to the newer trends in language teaching but are in fact indispensable to their effective operation.

Categories of Testing Activities. For analysis and discussion purposes, it will be useful to divide the various possible testing and evaluation activities into three broad categories corresponding to the chronological points in the language program at which particular kinds of information about the student or his language learning performance become relevant and need to be obtained.

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[12] Robert F. Mager, *Goal Analysis* (Belmont, Calif.: Fearon Publishers, 1972), pp. 89-100.

We will use the term 'before-information' to refer to information which administrators and individual classroom teachers need to have before the student enters the language course or other instructional sequence. This includes information about the student's background, if any, in the language; the degree of facility with which he would tend to learn a language; the extent of his motivation to learn a particular foreign language; his personal reasons for studying the language; etc. In all cases, the attempt is to learn as much as possible about the student and his language background, aptitude, and interests, in order to arrange an appropriate program for him before the instruction actually takes place.

'During-information' relates to how broadly and thoroughly individual students or entire classes are acquiring specific elements of instruction—in the course of that instruction. Tests designed to obtain this kind of information have been variously referred to as 'diagnostic tests,' 'classroom progress tests,' 'criterion-referenced tests,' and 'feedback tests.' Regardless of nomenclature, tests which provide during-information are addressed to the real-time measurement of the student's acquisition or lack of acquisition of specific aspects of course content. On the basis of this information, the teacher is able to modify the classroom presentation, prescribe additional learning experiences for individual students, or make other suitable alterations in the instructional program.

'After-information' refers to data obtained at the completion of a course or at the end of some other meaningfully long unit of instruction. The intent of after-testing is to provide some benchmark assessment of the teaching results on a more general basis than that provided by the more highly specific during-tests. This assessment can be either in terms of the local learning experience itself—answering questions such as "To what extent did the students master the total content of the course?"—or in terms of some outside criterion—answering questions such as "How do the students who took the course compare to students in generally similar courses across the country?" or "To what extent can the student who took the course operate effectively in various real-life language-use situations such as face-to-face conversation with a native speaker, reading of unedited magazines or newspapers in the foreign language, and so forth?".

Need for Testing in All Three Categories. It might be asked which of the three kinds of information—before, during, or after—is most important in the language teaching endeavor. The only satisfactory answer is that all are necessary to a truly effective teaching program, and the program must inevitably suffer if any of the three types of information is not available.

In the absence of before-information, there are the risks of placing students at too high or low a level in the instructional sequence, with the attendant loss of time and instructional effort; not being aware of individual learning differences within a class, so as to be unable to make proper teaching adjustments for individual students; not taking maximum advantage of personal interests of the students in certain areas of language study; and, in general, mis-structuring the learning experience because the language learning interests and capacities of the students are not clearly known in advance.

Without during-information, there is no opportunity to determine whether students are progressing satisfactorily on a day-to-day or unit-to-unit basis. By the time a mid-term examination or other general test is given, it may be too late to make up for any observed deficiencies, either on the part of individual students or the class as a whole. The motivational value of frequent, diagnostically-oriented testing is also lost when during-evaluation is slighted or missing.

Without after-information, both students and teachers run an appreciable risk of self-delusion as to the amount and quality of end-of-course achievement. Some sort of arm's-length testing on the totality of course content or against outside standards of accomplishment is needed to provide a sufficiently objective appraisal of the language learning results.

Structure of the Testing Report. The section immediately below presents a more thorough discussion of the principles and procedures at issue within the three broad categories of before-, during-, and after-measurement. Taken as a whole, these three categories may be viewed as comprising an overall system of possible measurement activities which, if implemented fully in a given school setting, would provide the greatest amount of information about the language learning program that the state of the measurement art now permits.

Following this description of measurement *possibilities* in the foreign language field is an account of current measurement *practices* at the elementary and secondary school levels, based on the results of a questionnaire on testing completed by over 200 foreign language department chairmen and supervisors throughout the country. A comparison of the type and scope of measurement activities being carried out in representative schools with the kinds of activities implied by a comprehensive program of measurement and evaluation reveals both areas of effective measurement use and areas in which greater attention by local school staff, test development organizations, and the language teaching profession generally would appear to be needed.

OVERVIEW OF POSSIBLE MEASUREMENT ACTIVITIES IN FOREIGN LANGUAGE LEARNING

Before-Measurement. As previously indicated, the purpose of before-measurement is to obtain as much information as possible about the student's abilities, interests, and language background as these relate to his probable performance in a given language learning program. Among the various types of before-information that might be obtained for a particular student is a measure of his *language learning aptitude.*

Language Aptitude Tests. Detailed experimental support for the concept of a particular innate ability or capacity to learn a second language easily and effectively derives in large part from the work of John B. Carroll and his associates, who in the mid-1950's developed a series of experimental tests which were found highly effective in predicting the degree of language learning success for students in intensive language courses at the U.S. Army Language School and other government training centers. These tests, published for general use as the *Modern Language Aptitude Test (MLAT)* battery,[13] consist of a number of language-related tasks, such as deciphering the meaning of phonetically spelled words and memorizing various groups of numbers in an artificial language. An aptitude test based on generally similar principles has also been developed by Paul Pimsleur and published as the *Language Aptitude Battery (LAB)*[14].

Development of the *MLAT* was in large part inspired by the need to provide an efficient and inexpensive means of selecting, from among a large group of student applicants, those who had the best chance of succeeding in the rigorous, extremely fast-paced instruction offered at the government language schools. Students who did not have a very high level of facility in dealing with a new language (i.e., a high language aptitude as measured by the *MLAT*) were found, in general, to do poorly in or fail the intensive courses, even though their general intelligence, educational background, and other qualifications did not vary from those of the successful language students who, in addition, showed a high measured level of language aptitude.

Most present-day foreign language courses in secondary schools and colleges operate on principles which differ considerably from those of the government service context. First, emphasis is placed on accommodating all students who wish to learn a language, regardless of their level of 'aptitude' for this task. In this context, tests such as the *MLAT* would appropriately be used not as a means of selecting students for language study but as an aid in placing them into faster or slower courses. Second, the relatively unhurried pace of secondary school and college language courses (as compared to the government or armed services context)—and the opportunities for individualized attention and remedial work provided in the newer-style courses—make it possible for the student to overcome a lower level of measured aptitude through his own perseverance and the additional help of the classroom teacher and special study aids.

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[13] John B. Carroll and Stanley M. Sapon (New York: Psychological Corporation, 1959). For a detailed description of research leading to the development of the *MLAT*, together with a discussion of theoretical and technical considerations in language aptitude testing generally, see John B. Carroll, "The Prediction of Success in Intensive Foreign Language Training" in *Training Research and Education*, ed. N.L. Gage (Pittsburgh: University of Pittsburgh Press, 1962), pp. 87-136.

[14] (New York: Harcourt Brace Jovanovich, 1966).

Other Needed Information. What is needed in the before-measurement of student background and abilities is not simply a measure of language aptitude, but a measure of language aptitude together with a number of *other elements of information* about the student which will also have an influence, and in many cases a significant one, on his performance in the language course. Armed with such a 'pre-instructional profile,' the teacher would be able to adapt the student's learning program to maximize the 'fit' between the student's own abilities and interests and the instructional activities which he undergoes.

The Carroll Model of School Learning. The theoretical basis for such an approach was suggested by John Carroll in the early 1960's in connection with what he called a "model of school learning."[15] According to the Carroll model, the student's success in accomplishing a given learning task can be expressed as a mathematical function which takes into account not only his 'aptitude' for the task in question but also his 'ability to understand instruction' (related to his general intelligence and verbal ability), his 'perseverance' (as indicated by the amount of time he is willing to spend in active study), the 'time available for learning,' and the 'quality of instruction' (including such variables as the clarity and conciseness of the textbook or other media, the teacher's ability to present the material in an organized way, and so forth).

The important contribution of this model lies in the fact that it combines these basically common-sense notions about the way a student learns into a system of related and interdependent elements. For example, according to the Carroll model, a student with a relatively low level of language aptitude as measured by the *MLAT* or other suitable instrument could nonetheless reach an acceptable level of language mastery if other elements of the equation were suitably adjusted (for example, if more time were made available for learning or better-prepared teaching materials were used, such as programmed lessons on given topics). Also, on the basis of the Carroll model, a student with a high degree of perseverance could overcome to at least some extent a lower measured aptitude, all the more so when provided ample opportunity to learn and a high caliber of instruction.

Implementation of the Model. Unfortunately, a complete series of measurement instruments is not yet available to provide all the student data and instructional-program information needed to validate the Carroll model fully. However, some of these measures are already on hand or under serious development. The *MLAT* and other tests provide useful measures of language aptitude, and the standard I.Q. tests and verbal ability tests can supply an indication of ability to understand instruction. The degree of perseverance which the student would bring to the language learning task could be estimated to a reasonable degree from his answers to various questions in the *Foreign Language Attitude Questionnaire (FLAQ)* prepared by Leon Jakobovits for the *1970 Northeast Conference Reports.*[16] This questionnaire contains several sections directly aimed at measuring the student's motivation to learn a foreign language and the probable diligence with which he would approach homework assignments and other learning tasks. The student's answers to the applicable questions in the *FLAQ* (or analogous items from some other source) could serve as a measure of motivation or perseverance in language learning which the teacher could use in conjunction with the aptitude test data.

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[15] "A Model of School Learning," *Teachers College Record*, 64(1963), 723-33.

In addition to measures of student aptitude and motivation for foreign language study, descriptive information on the reasons for which individual students would like to study the language and the specific skills which they would most like to develop (a good reading knowledge, conversational proficiency, writing ability sufficient to correspond with a pen pal, etc.) would provide very useful insights for course planning and individual assistance. A series of descriptive questions of this type is included in the *FLAQ*, and similar instruments could easily be developed and used by local school staff.

During-Measurement. The major purpose of during-measurement is to provide information about student acquisition of specific elements of course content, so that any needed changes can be made in the learning sequence for individual students or an entire class. In order to serve this function, during-tests must be highly specific, in the sense that they must cover particular language points or learning elements in a direct and unambiguous way. Alternatively stated, each of the questions in a during-test must be written so that the student's success in answering the question will depend solely on his ability or lack of ability to handle the particular linguistic feature at issue. This important aspect can be more clearly seen by means of a hypothetical example of the testing of an instructional unit on the future tense of regular French verbs.

An Example During-Test. A during-test on the French future tense would be expected to contain a number of questions dealing with various personal forms of the future tense in each of the three conjugations. Some of these questions would deal with future forms of *-er* verbs, others would cover *-re* verbs, and still others, *-ir* verbs. Each question would probably be further classified according to the specific personal form involved. For example, question 7 of the test might be based on the second person singular of an

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[16] Copies of the *FLAQ* are available through the Northeast Conference (Box 623, Middlebury, VT 05753). Prices and catalogue upon request. Although examination copies are not supplied, teachers may preview the *FLAQ* by purchasing the *1970 Northeast Conference Reports* (at $4 each) from which they were reprinted.

-ir verb; question 15 might deal with the third person plural of an *-re* verb; and so forth. The essential point is that each test question would be based on a specific learning element and would serve as a diagnostic tool in determining whether or not the student had acquired the particular element involved.

During-tests can of course be scored on a whole-test basis, but the more important question is that of the student's response to the individual test questions. Indeed, each of the questions in the test can be thought of as a miniature test in its own right, covering the particular linguistic point on which the question is based. Detailed records of responses to each of these single-item tests can provide a diagnostic profile of student performance on each of the elements tested and help the teacher determine whether additional instruction is needed on certain of these elements, either on an individual-student or whole-group basis.

Problems in Diagnostic During-Testing. The concept of diagnostically-oriented during-testing—to be carried out in close and continuing support of the instructional program—would probably receive the enthusiastic endorsement of virtually every conscientious language teacher. In practice, however, a number of considerations make wide-scale implementation of this type of testing is difficult but by no means impossible.

One area of concern involves the writing of the test questions themselves. Multiple-choice questions can be generally ruled out for diagnostically-oriented testing, since it is impossible to determine in any given case whether a correct response reflects genuine knowledge of the point tested or simply a fortuitous guess on the student's part. Although free-response techniques (fill-in-the-blank exercises, oral responses to specific questions, and so forth) avoid the chance response problem, they must be very carefully written to insure that there are no extraneous problems within the question that would affect the student's ability to answer, over and above his knowledge of the linguistic point tested. For example, unfamiliar vocabulary in a question ostensibly testing a particular item of grammar may keep a student from responding properly, even though he could respond correctly to an analogous question which used familiar vocabulary. Although test questions aimed at testing specific language elements may on the surface appear easy or even simple-minded to prepare, close examination of the matter will reveal numerous problems, pitfalls, and booby-traps which can be reduced or eliminated only through careful analytical thinking and intensive practice in question writing.[17]

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[17] For further discussion of conceptual and technical considerations involved in the preparation of diagnostically-oriented test items and example questions in the different skill areas, see John L.D. Clark, *Foreign Language Testing: Theory and Practice* (Philadelphia: Center for Curriculum Development, 1972 [distributed by Rand McNally, Chicago, Ill.]). Other texts discussing the preparation of effective classroom tests and other

Another problem in implementing a comprehensive program of during-testing in the average school setting is the sheer amount of labor involved for both teachers and other language staff. The initial preparation of the tests is in itself an arduous matter. Following this, there are the considerations of time required to administer the tests and, even more crucially, to score them and provide the necessary feedback information. For example, if weekly 30-item diagnostic tests were to be administered to 30 students over a 15-week language course, a total of 13,500 individual items of information on student performance would be generated. Each of these would have to be tabulated to provide the necessary learning profile for each student and also analyzed on a group basis to determine which particular learning points had not been effectively conveyed to the class as a whole. For teachers already struggling with the other planning and record-keeping aspects of an individualized language course, the additional work required to administer and process diagnostically-oriented tests could probably not be accommodated within any reasonable 'school day.'

Alternative Approaches. If during-testing for diagnostic purposes is to be realistically employed within the typical school setting, it will probably be necessary to make certain compromises or accommodations which would reduce the scope of the operation somewhat and provide somewhat less complete information than would be possible in theory. In this regard, one useful strategy might be to abandon the individual test question as the smallest single unit of information and concentrate instead on the student's performance on broader categories of questions. For example, in the previously-discussed French future tense situation, all the questions dealing with *-er* verbs could be considered a single subtest and similarly for the other two conjugations. The teacher would tally and report only three scores, one for each conjugation. The individual item data that could reveal which personal forms within the conjugation were being answered correctly or missed would no longer be available, but the student and teacher would at least have enough diagnostic information to point out a particular conjugation as requiring additional work.

It might also be necessary to reduce the frequency of diagnostic testing, say, to a biweekly schedule. The danger here, of course, is that the classroom instruction would have progressed so far that it would be difficult or impossible to implement the necessary review sessions.

measurement topics include Robert Lado, *Language Testing* (New York: McGraw-Hill, 1964); Rebecca M. Valette, *Modern Language Testing: A Handbook* (New York: Harcourt Brace Jovanovich, 1967); David P. Harris, *Testing English as a Second Language* (New York: McGraw-Hill, 1969); and Rebecca M. Valette and Renée S. Disick, *Modern Language Performance Objectives and Individualization* (New York: Harcourt Brace Jovanovich, 1972).

Student Self-Scoring. Another possibility which deserves serious consideration is that of having the student himself assume much of the responsibility for scoring the test and tabulating and analyzing the test results. To the extent that the correct answers can be listed on a scoring key, the student should be as capable as the teacher—and perhaps more painstaking and accurate—in scoring his own test questions, adding up scores, and tabulating the results as required. There might be some concern that the student would be tempted to cheat under such an arrangement, but if there is sufficient teacher-student rapport and if it is clearly understood that the purpose of the testing is to help the student identify his own areas of strength and weakness so that proper learning steps can be taken (rather than to 'grade' him), the problem of test misuse could be minimized. In any event, the presence in the classroom of some thirty students who would be able, willing, and perhaps even eager to help score and analyze a series of during-tests would suggest that the teacher's own workload could be considerably lightened by adopting such an approach. An additional psychological benefit would be to make the student a valued partner in the learning and evaluation process, rather than the passive recipient of measurement data.[18]

After-Measurement. After a language course or other instructional sequence has been completed, there is a legitimate interest in determining the overall results of the learning activity, both in terms of individual student accomplishment and with respect to whole-class or even entire-school performance. Whereas during-testing focuses attention on the individual 'trees' comprising the various linguistic elements covered during the course of instruction, after-testing provides a broader view of the language forest.

Locally-Developed Tests. After-tests developed on a local basis can be used to determine the extent to which students have mastered a particular course content as it is defined within the individual school or school system. Since the teachers or other staff preparing a local after-test have a detailed knowledge of the vocabulary, grammatical structures, and other content areas of the course, they can develop a test that is tailor-made for that particular course and that can validly indicate the degree to which the local course goals have been met.

Standardized Tests. The major drawback of locally-developed after-tests is that they provide no basis for comparing student performance to some outside criterion of accomplishment. This measurement need can be met by the use of externally developed standardized tests such as the *MLA-Cooperative Achievement Tests*[19] or the *Pimsleur Language Proficiency Tests.*[20] These test batteries, which include listening, speaking, reading, and writing subtests, are not intended to coincide with the content of any single textbook or teaching program but instead to reflect a general synthesis or composite of content across a number of typical courses at a given level The content of the standardized test thus serves as a generalized criterion against which the performance of the local students can be compared to that of large groups of students from different school systems and geographic areas (the so-called norming groups). With the aid of percentile ranks and other interpretive data, both individual students and entire classes can be measured against their peers in the norming group.

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[18] A more detailed discussion of student self-scoring and the types of test questions appropriate to this procedure is given in John L.D. Clark, "Measurement Implications of Recent Trends in Foreign Language Teaching" in *ACTFL Review of Foreign Language Education, Volume 4,* ed. Dale L. Lange and Charles J. James (Skokie, Ill.: National Textbook Co., 1972), 219-57.

Standardized tests thus serve an important verification function which cannot be accomplished by the use of local tests alone. When students at a given school consistently score higher on an accepted standardized test than do students in many comparable schools across the country, the local system may have some basis for pride in its language program. On the other hand, if an appreciable number of local students are found to perform rather poorly, this may be a useful stimulus to the local staff to examine their language teaching program critically as to possible reasons for the results. This comment is certainly not meant to imply that local programs should be slavishly bound to standardized test results as the sole (or even the most significant) indicator of effective instruction, but simply to suggest that most school programs would find it useful to obtain periodic indications of their students' general level of language performance vis-à-vis the performance of other school groups.

Direct Proficiency Tests. There is a further category of after-measurement which can be usefully referred to as direct proficiency testing. The major distinguishing characteristic of a direct proficiency test is that it does not attempt to measure the student's command of specific linguistic elements—vocabulary knowledge, ability to manipulate specific structural patterns, and so forth—but instead to determine the extent to which the student is able to use the language effectively for pragmatic, real-life purposes. In the area of reading comprehension, for example, a direct proficiency test would present the student with a number of real-life reading materials—such as unaltered selections from foreign language newspapers, magazines, novels, and expository works—and would determine the extent to which he is able to understand the material read. In the area of listening comprehension, a direct proficiency test would present a number of listening situations which actually take place in real life—telephone conversations (with the reduced sound quality typical of actual telephone transmission), radio broadcasts, motion picture soundtracks, and so forth—and again would test for accuracy of comprehension. A proficiency test of speaking would set up one or more situations in which speech is required in real life, notably face-to-face conversations, and would focus on the student's ability to convey information in an accurate and effective way to a native interlocutor. A proficiency test of writing ability would involve written communications typical of everyday activities, including notes, personal and business letters, and other types of documents.

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[19] (Princeton, N.J.: Educational Testing Service, 1963).

[20] (New York: Harcourt Brace Jovanovich, 1967).

At present, very few tests are available which are specifically designed to measure language proficiency in the sense discussed here. The *Graduate School Foreign Language Tests (GSFLT)*[21] can be considered proficiency tests of reading comprehension in that they present verbatim excerpts from professional journals which the student is likely to encounter in the course of his graduate or postgraduate work.

The FSI Interview. In the speaking area, the most widely-known proficiency test is the "Absolute Proficiency Rating" system developed by the U.S. Foreign Service Institute and commonly referred to as the FSI interview.[22] In this test, the student sits and converses with a trained interviewer for a period of up to 30 minutes, during which the interviewer carefully appraises the student's ability to communicate effectively in a wide number of topical areas at varying levels of sophistication. At the completion of the interview, the student receives a score ranging from a minimum of 0 to a maximum of 5;[23] the meaning of each score is expressed by a short descriptive paragraph. For example, the description of 'level 2' performance is:

> *Able to satisfy routine social demands and limited work requirements.* Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e., topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, though often quite faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.

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[21] Published on an ungoing basis by Educational Testing Service (Princeton, N.J.).

[22] Relatively little published literature is available on the FSI interview. The verbal performance criteria for each interview level, with a short description of the interview technique, are given in the circular, "Absolute Language Proficiency Ratings" (Washington, D.C.: Foreign Service Institute, 1963). These performance criteria are reproduced, with discussion of the FSI procedure, in Clark, *Foreign Language Testing: Theory and Practice*.

[23] A 'plus' notation may also be added to indicate that the student's performance exceeds the minimum standards for a given level but fails to meet fully the requirements of the next higher level.

The major theoretical and practical contribution of direct proficiency tests such as the FSI interview is their ability to relate the student's level of language accomplishment to criteria of real-life effectiveness or, in other words, to determine the extent to which he is able to *use* the language for some purpose or purposes that would actually be at issue in real-life, extrascholastic settings. Since foreign languages are presumably taught not for their own sake, but instead to develop the student's capability to use the foreign language in real-life activities, the administration of direct proficiency tests serves, in a very real sense, as a quality control on the entire language teaching process.

Unfortunately, with the exception of the FSI interview and certain other experimental tests, very little developmental work has been carried out in the proficiency testing area.[24] As a consequence, there is little empirical evidence on the extent to which secondary school or college foreign language programs develop a useful level of language proficiency among their students.

Unique Contribution of Direct Proficiency Tests. Because it offers real-life criterion data on student language performance, direct proficiency testing can be of real interest to and a powerful motivating factor for language students themselves. Although locally-developed achievement tests and standardized achievement tests reveal the level of student performance with reference to the content of the course or the performance of other students in generally comparable courses, proficiency tests are the only kind of after-measures which give information about the ultimate goals of language study in terms of pragmatically useful competence. As such, they can serve as a powerful incentive both to individual students and to teachers and course planners.

SURVEY OF CURRENT MEASUREMENT PRACTICES

The preceding section has outlined the various evaluation instruments and techniques which can provide school systems, teachers, and students with the many different types of information about language learning needed to realize fully the instructional potential of the foreign language program. Against this background of a comprehensive measurement system of before-, during-, and after-testing—with each component having its own rationale and its own unique contribution to the total evaluation picture—it will be interesting to consider the results of a nationwide survey of language testing practices which was conducted as part of the work of the Committee on Evaluation. A comparison of the theoretically possible and conceptually desirable measurement activities already discussed with the measurement activities currently being carried out in typical foreign language classrooms may help to identify areas in which a high level of appropriate measurement activity is taking place, as well as to point up areas where additional work in developing appropriate measurement instruments or in making more effective use of available measurement tools would seem of real benefit to the language teaching/learning endeavor.

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[24] For descriptions of other experimental procedures in the proficiency testing area, see John A. Upshur, "Productive Communication Testing: Progress Report" in *Applications of Linguistics: Selected Papers of the Second International Congress of Applied Linguistics*, ed. G.E. Perren and J.L.M. Trimm (Cambridge, Eng.: Cambridge University Press, 1971), pp. 435-41; and Bernard Spolsky *et al.*, "Three Functional Tests of Oral Proficiency," *TESOL Quarterly* 6(1972), 221-35.

Description of the Questionnaire and Survey Procedures. With the encouragement and support of the Northeast Conference Chairman and its Board of Directors, a six-page *Questionnaire on Foreign Language Testing (QFLT)* was developed, addressed to language chairmen or other supervisory personnel of local school systems. The *QFLT* asked each respondent to provide detailed information on any use by his school system of language aptitude tests, attitude and motivation measures, locally-developed tests, standardized achievement tests, and direct proficiency tests. Additional questions covered somewhat less extensively the school's use of publisher-provided 'textbook tests,' tests addressed to topics of the foreign language culture, and the contest examinations offered by the various language teachers' associations. The questionnaire text is reproduced as Appendix F.

Copies of the *QFLT* were mailed in mid-May 1974 to each of the 812 persons on the American Council on the Teaching of Foreign Languages (ACTFL) mailing list of grade K-12 administrators. This list comprises all ACTFL members who indicated on the current membership forms that they are involved in language program administration at any level from elementary through high school. Instructions accompanying the questionnaire asked the recipient to supply the requested information on behalf of the entire school system (defined as a single high school plus any elementary and junior high schools feeding students to it) or, alternatively, to forward the questionnaire to other persons within the school system as might be needed to provide the most accurate and complete information.

Of the 812 questionnaires initially distributed, 207 usable questionnaires (25.5%) were returned by the mid-August tabulation deadline; this response rate is generally comparable to that obtained in similar mail surveys.[25]

Before presenting the questionnaire results, it should be emphasized that the ACTFL mailing list may not constitute a strictly representative sample of foreign language supervisors—and, hence, of foreign language programs—throughout the country. To the extent that the ACTFL membership may tend to be drawn from somewhat more progressive or more 'involved' school systems, the questionnaire results may suggest a greater degree of activity in the measurement areas explored than would be the situation nationwide. The voluntary nature of the questionnaire may also contribute to such an effect, in that respondents who have areas of interesting testing practice to report may have been more inclined to complete the questionnaire than those who have few or no significant measurement activities taking place at their school. Nonetheless, if the probable nature and direction of any sampling bias is kept in mind in analyzing and interpreting the questionnaire data, results of the present survey can be considered to provide a fairly detailed overview of the types and extent of measurement activities that are currently being carried out at the elementary and secondary level.

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[25] The Committee on Evaluation acknowledges with appreciation the contribution by Educational Testing Service of printing and data processing costs involved in the preparation and analysis of the questionnaire.

The basic procedural technique in the *QFLT* was to ask the respondent to indicate whether or not a given measurement technique was currently (1973-74) being employed within the school language program. Persons answering affirmatively were then requested to complete additional questions bearing on that particular measurement area.

General Results. A quite clear indication of the general level of measurement activity at the responding schools can be gained from the simple 'yes-no' answers as to whether a particular type of testing was being carried out at the school. The wording of each question is shown in order to indicate the operational definitions given for each type of testing.

- *Language aptitude tests* are special tests designed to measure the ease with which individual students will probably be able to learn a modern foreign language. These include the *MLAT (Modern Language Aptitude Test)* and the *LAB (Pimsleur Language Aptitude Battery)*. Students do not need to know any foreign language at the time they take the test.

  Does your school foreign language program currently make any use of *language aptitude tests* in any of the grades K-12? (205)[26]

No	82.0%
Yes	18.0%

- *Attitude and motivation measures* refer to inventories or questionnaires which ask the student to give such information as: his level of interest in studying a foreign language, his reasons for wanting to learn a foreign language, his opinions and feelings about persons who speak the language natively, and so forth. A good example of this type of measure is the *Foreign Language Attitude Questionnaire* prepared by Leon Jakobovits for the *1970 Northeast Conference Reports*. Some schools may have prepared attitude and motivation measures within their own language programs.

  Does your school foreign language program currently make any use of *attitude or motivation measures* in any of the grades K-12? (201)

No	84.1%
Yes	15.9%

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[26] Here and elsewhere, the figures in parentheses indicate the total number of replies to a particular question, the base for the percentages shown. For example, to the question on language aptitude tests, there were 205 responses out of a possible total of 207. Eighty-two percent of the 205 respondents answered 'No' and 18.0% answered 'Yes.' Since the 'no response' rate for this and the other questions is quite low, the percentage figures shown can be considered highly representative of the entire group of questionnaire respondents.

- *Standardized achievement tests* are published language tests, accompanied by norms tables and other interpretative information. Typical standardized achievement tests include the *MLA-Cooperative Foreign Language Achievement Tests* (published by Educational Testing Service) and the *Pimsleur Language Proficiency Tests* (published by Harcourt, Brace).

Does your school foreign language program currently make any use of *standardized achievement tests. . .*? (207)

No	64.7%
Yes	35.3%

- *Proficiency tests* are intended to measure the extent to which the student is able to use the foreign language successfully in 'real-life' language use contexts.

Does your school foreign language program currently make any use of *proficiency tests. . .*? (201)

No	93.5%
Yes	6.5%

- *Locally-developed tests* are tests which are *systematically planned and produced* by teachers or other staff associated with the school language program. This category does not refer to chalkboard quizzes or other tests which individual teachers prepare and administer on their own, but instead to tests or series of tests which the language staff have developed on a cooperative basis as an integral part of the language teaching program.

  Locally-developed tests can include both 'diagnostic' or 'feedback' tests administered at frequent intervals during the course and tests of general achievement administered at the end of the course or at other significant points in the language program.

Does your school foreign language program currently make any use of *locally-developed tests . . .*? (203)

No	59.1%
Yes	40.9%

- *Textbook tests* are tests supplied by publishers for use with their own textbook programs. These refer to testing materials published as separate workbooks, test tapes, and so forth, and do *not* include quizzes or short test exercises sometimes included in the textbook itself at the end of individual units.

Does your school foreign language program currently make any use of ***textbook tests*** . . .? (207)

No	16.9%
Yes	83.1%

The most salient aspect of these results is that with the single exception of textbook tests, the use of *any* of the types of tests and measurement procedures referred to in the questionnaire is *more the exception than the rule* among the 207 schools responding. Fewer than two out of ten currently use language aptitude tests or attitude and motivation measures in their foreign language programs, and not even one out of ten reports the use of direct proficiency tests.

Possible Factors in Overall Results. A number of different factors, some more likely than others, might be proposed in attempting to account for these results. While it is conceivable that expense factors, such as the cost of externally prepared tests, might be prohibitive for particular school systems, it is doubtful that financial considerations would account to any appreciable extent for the observed results. To a background question on the level of financing of the language program, 22.9% of the respondents indicated that their school's language department had 'very satisfactory' financial support and 69.3% reported an 'adequate' level. Only 7.8% of the respondents cited a 'low level of financial support, making an effective program difficult' (205). Since the necessary test booklets, scoring stencils, and other materials needed to implement a complete program of aptitude, motivation, and general achievement testing would probably amount to less than one dollar per student per year, the cost factor is probably at best only a minimal component of the observed results.

A second possibility is that certain school systems may have experimented with various types of tests and procedures in earlier years and rejected them as unsuited to their particular needs. A few respondents did write comments to the effect that certain tests or test programs had previously been used at their school but had been discontinued for one reason or another. It is doubtful, however, that any more than a very few instances of non-use can reasonably be attributed to the thorough trial of, and dissatisfaction with, currently available instruments, as opposed to some other factor.

The sheer unavailability of appropriate testing materials and procedures is probably responsible for the observed results in the area of direct proficiency testing. With the exception of the FSI interview and a few other experimental prototypes, there are virtually no currently available techniques for measuring the student's ability to function in the language in genuine communicative or receptive situations. Given the current lack of effective research and developmental activity in this major area of foreign language evaluation, it would not be reasonable to expect any other than minimal use of direct proficiency tests on the part of the responding schools.

It is the Committee on Evaluation's best estimate that the lack of sufficiently widespread knowledge of the availability, nature, and effective use of current measurement tools in the foreign language area is the principal factor in the relatively low level of involvement-in-evaluation suggested by the questionnaire results. Significant support for this interpretation is given by the responses to the question: "During the current school year, have you or other members of the foreign language staff participated in a course, workshop, or other formally-organized instructional program on foreign language testing?" Almost 8 out of 10 respondents (79.3%) answered in the negative (203). To the extent that language staff at a given school are not exposed to workshops or other informative programs on foreign language testing, the probable outcome would be a general lack of knowledge about and practical access to published test instruments, textbooks on language testing, and related measurement resources.

Some Encouraging Signs. Despite the rather low level of involvement in evaluative practices generally as evidenced by the overall results of the 'yes-no' questions, it is encouraging to note that those schools which reported some current involvement in one or more of the measurement activities covered in the questionnaire appeared, with a few significant exceptions, to be making appropriate use of the test instruments or procedures in question. The following pages describe in more detail the testing practices being carried out in those schools which reported at least some activity in a given measurement area.

Before-Measurement Practices. As previously discussed, before-measurement refers to those information-gathering procedures which provide background data on the interests, capabilities, or other attributes of language students for purposes of effective course planning or the suitable placement of students within an established language program. The questionnaire section dealing with before-measurement included questions on the use of language aptitude tests and attitude and motivation measures.

Language Aptitude Testing. Of the 37 schools reporting use of language aptitude tests, 73.0% administered the *Pimsleur Language Aptitude Battery* at some point in the school year, and 21.6% made use of the Carroll-Sapon *Modern Language Aptitude Test.*[27] There was only one reported use of the elementary version of the *MLAT*, intended for use in grades 3-6.

[27] The reader should note that the percentage figures shown are based on the sub-group of 37 respondents who reported that they made some use of language aptitude tests. The *absolute level* of use of these tests (based on 205 respondents) is considerably lower: 13.2% and 3.9% for the *LAB* and *MLAT*, respectively. The same consideration applies in interpreting the percentage figures for other questions based on sub-groups of respondents.

Twenty-two of the 37 schools using aptitude tests (59.5%) administer these tests routinely to beginning language students, either during the elementary program (seven schools), at grade 7 (seven schools), or at grade 9 (eight schools). Fifteen of the schools administer aptitude tests only on an occasional basis for 'special purposes.'

A surprisingly high number of respondents—35.1%—indicated that the test scores were used to "select those students who will be allowed to study a foreign language. Students who do not score high enough on the aptitude test are not permitted to enroll in a language course" (37). This finding is somewhat at variance with recent trends in basic language instruction which suggest that every student, regardless of measured aptitude for foreign language learning, should be given the opportunity to study a foreign language through courses tailored to his or her interests and abilities. To the extent that a given school system intends to implement this philosophy, the use of aptitude tests for selection, as opposed to course placement, would be questioned.

Attitude and Motivation Testing. The number of schools reporting the use of one or more attitude or motivation measures is quite low on an overall basis (15.9%). However, within this group, as indicated by answers to specific questions and a number of written comments, there appears to be a fairly high level of interest in the process of attitude/motivation measurement and sincere local efforts to obtain this type of information. The *Foreign Language Attitude Questionnaire* was used as the sole measurement instrument in this regard by 28.1% of the group, and 49.6% used some locally-developed instrument exclusively (32). In five schools (15.6%), an interesting trend was to supplement the *FLAQ* with additional locally-developed questions on motivation and interest. Since the *FLAQ* was originally intended to stimulate the interest of school systems in this general type of measurement, rather than to serve as a finished, unmodifiable instrument, local adaptation of or addition to the *FLAQ* is fully in keeping with the intent of its developers.

During-Measurement Practices. As discussed previously, during-measurement refers to measurement activities carried out in the course of instruction and aimed at determining the student's acquisition or lack of acquisition of specific elements of course content. Locally-developed tests can serve this function admirably, provided that they are designed in such a way as to permit detailed, content-focused analysis of the student's performance.

Level of Use of Local During-Tests. Except for textbook tests, used by 83.1% of the responding schools, locally-developed tests had the highest level of use of any measurement area broached in the questionnaire: 40.9% (203). Responses to a second question indicate quite strongly that schools with locally-developed tests are endeavoring to use the test results in an analytical, 'during' manner. To the question "How frequently are locally-developed tests administered for 'diagnostic' or 'feedback' purposes so that the student or teacher can make proper learning/teaching adjustments during the course?," only 16.9% of the schools responded that the local tests were *not* used for this purpose. The remaining 83.1% reported that they used local tests diagnostically with frequencies ranging from 'at some point in almost every class period'(13.3%) to 'about once a month' (4.8%) (83). The most typical pattern of use was 'at the end of each topical unit' (30.1%).

The extent to which the responding schools have indeed succeeded in the rather difficult task of developing effective diagnostic tests on a local basis cannot, of course, be accurately gauged from the questionnaire results as such but would have to be determined through close inspection of the tests themselves and the curricular materials which they are intended to reflect. Nonetheless, the pattern of responses to certain other questions in this section of the questionnaire does provide some indication of the broad characteristics of these tests.

Testing in the Four Skill Areas. Encouragingly, attempts are being made to measure student performance in each of the four language skills, as shown by responses to the question "Which language skills are tested by the locally-developed tests?" (83).

Listening (student hears spoken material and marks or writes his answer)	91.5%
Reading (student reads printed material and is tested on his comprehension of the text)	97.6%
Writing (student must write out an answer; include here fill-in-the-blank exercises for vocabulary or structure)	93.9%
Speaking (student must speak aloud)	62.2%

As might be expected, speech production is the skill tested least extensively, and the pessimistic view might be that evaluation in this skill is lagging far behind the other three skills. The Committee on Evaluation took a more encouraging view of these results and was indeed quite pleasantly surprised to find that efforts to evaluate the student's speech on a preplanned, formalized basis were reported with this frequency.

Use of Individual Item Results. A key factor in the implementation of an effective during-measurement program is the extent to which teachers and students make use of individual item results to determine student performance on particular learning points. To the question "Do teachers or other language staff keep records of student responses to *individual test questions* (as distinguished from total test scores)?," 28.9% of the responses were affirmative (83). Of these, many respondents also provided write-in information which confirmed that individual item responses were indeed being used for this purpose. The following remarks on the use of the item results are typical.

"Reinforcement on individual and group basis."
"To determine certain points missed most frequently by most students."

"Student diagnosis, test improvement, data collection."
"Diagnostic—reteaching done in weak areas."
"For use in establishing objectives for the next period."
"To find out what was not equally stressed or learned."

Student Self-Scoring. As previously discussed, the frequent use of diagnostically-oriented classroom tests could be encouraged by allowing the students to score certain of the tests or test questions. In approximately one-fifth (20.5%) of the schools using locally-developed tests, students were reported to participate in test scoring—generally on the more routine vocabulary or fill-in-the-blank question types (83). The use of this procedure might be recommended to other schools carrying out a diagnostic testing program or considering doing so.

After-Measurement Practices. As defined earlier, after-tests serve as benchmark instruments which are administered at the completion of the language course or other significant period of instruction. In addition to locally-developed tests (such as end-of-course examinations) are the general achievement tests offered in standardized testing programs.

Level of Use of Standardized Tests. Despite the ready availability of standardized achievement tests in each of the languages commonly taught at the secondary school level (French, German, Italian, Russian, Spanish), only about one-third (35.3%) of the responding schools indicated that they currently administered any standardized test in their language program (207). To the question "Which standardized achievement tests are used?," the following breakdown was obtained (73).

MLA-Cooperative Foreign Language Achievement Tests	73.0%
Pimsleur Modern Foreign Language Proficiency Tests	35.1%
Other standardized achievement test(s)	14.9%

These results should not be considered indicative of the relative 'quality' of the available standardized tests. Indeed, the selection of a standardized test or test series for use in a particular language program should be based on the detailed inspection of the test content and format, as well as a thorough appraisal of the extent and adequacy of normative data provided and the consideration of other statistical and technical factors.[28]

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[28] Detailed critical reviews of the *MLA-Cooperative Tests*, the *Pimsleur Proficiency Tests*, and other published foreign language tests are provided in Volume One of the *Seventh Mental Measurements Yearbook*, ed. Oscar K. Buros (Highland Park, N.J.: Gryphon Press, 1972). *Selecting an Achievement Test: Principles and Procedures* (Princeton, N.J.: Educational Testing Service, 1969) is a useful brochure on the basic principles of test selection and interpretation of testing results.

Uses Made of Standardized Test Results. A series of other questions explored the ways in which standardized achievement tests were administered and the results used, regardless of the particular instruments involved. Standardized tests are most often administered at the end of the school year (77.1%) (70). This is of course strictly in keeping with the after-measurement use of the tests. An appreciable number of respondents (20.0%) indicated that they administered achievement tests at the beginning of the school year, presumably as a before-measure of student accomplishment for use in course planning or placement.

With respect to these and other uses made of the standardized test results, responses to the following question are of interest.

For what purposes are the testing results used? (70)

(1) To determine which students will or will not be allowed to take a higher-level language course.	8.6%
(2) To place students into appropriate language courses at the beginning of the school year.	18.6%
(3) To make up part or all of the student's final grade for the course.	20.0%
(4) To judge student performance in a course but not to constitute an element in grading.	65.7%
(5) To assess the relative effectiveness of individual teachers.	25.7%
(6) To compare the local language program to some outside standard (for example, national norms).	67.1%
(7) To analyze local language program results on a year-to-year comparative basis.	57.1%
(8) To accomplish some other purpose(s).	18.6%

Responses (6) and (7)—comparison of local program to an outside standard and year-by-year analysis of local program results—are of course in keeping with appropriate 'after' uses of standardized tests. Response (4)—"to judge student performance in a course but not to constitute an element in grading"—reflects the desirable practice of using achievement test results to check the general level of performance of individual students on the variety of linguistic accomplishments presented in these tests.

Other reported uses of standardized test results are somewhat less reassuring. Exactly one-fifth of the respondents indicated that the test results make up "part or all of the student's final grade for the course" (70). To the extent that the content and testing techniques used in a particular standardized test do in fact coincide with the content and teaching procedures followed in the language course, the standardized test might be considered a valid measure of student achievement in the course itself. However, to the extent that the content, emphasis, and instructional procedures followed in the course differ from those reflected in the standardized test, the use of the test results as a measure of student accomplishment of course objectives and, hence, of graded 'success' in the course would be questionable.

Concern may also be expressed for reported use (5) of standardized test results—"to assess the relative effectiveness of individual teachers." The rationale for such a use is based on the assumption that there exists a direct, one-to-one relationship between a teacher's ability or competence in language teaching on the one hand and the amount of language learned by the students on the other. Although teacher competence (however that term might be defined) is of course one of the contributing factors in student language performance, there are a number of other variables which affect students' language learning success and which must be taken into account in evaluating student test results. These include differences in language learning ability (Were the students in Miss Jones' class more apt to begin with than those in Miss Smith's class?) and motivation (Did an inordinate number of 'eager beavers' happen to be placed in Miss Jones' class?), and scheduling and other factors affecting the extent and nature of student-teacher contact (Did Miss Smith have the late afternoon period in which the students were habitually tired and distracted?).

In the absence of a complete appraisal of these and other contributing factors as they relate to student test performance, it is not possible, and is indeed very misleading, to associate student test scores with teaching ability per se. To the extent that school systems fail to exercise extreme caution in this aspect of test score interpretation, they risk doing grave disservice to individual members of the teaching staff and to their language teaching program as a whole.[29]

Recipients of Test Information. Two other questions in the standardized achievement test section are of interest. To the question "Who receives information about the *results* of the testing? (check all that apply)," 90.0% of the respondents indicated that the classroom teacher received a score report for his students, and 78.6% reported that the scores of all the students were sent to the foreign language chairman or language coordinator (70). However, only little more than half (54.3%) of the responding schools informed the student himself of his test results. It would thus appear that many schools currently administering standardized achievement tests for their own internal purposes are not taking advantage of the opportunity simultaneously to inform the student of his general progress in foreign language learning, as measured against the achievement of a large normative group of students with similar instructional backgrounds. Even more strikingly, standardized test results are reported to the students' parents in only 17.1% of the responding schools, suggesting that a large number of potentially interested parents are not receiving this useful type of information on their children's language learning accomplishments.

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[29] For further discussion of the teacher ability/student performance question, see Henry Chauncey and John Dobbin, *Testing: Its Place in Education Today* (New York: Harper and Row, 1964), pp. 102-07.

The direct measurement of speaking skill by means of standardized tests is carried out in only a relatively few school systems. Among the schools making at least some use of standardized tests, only 28.6% administer the corresponding speaking test (70).

Level of Use of Direct Proficiency Tests. The remaining category of after-measurement is that of direct proficiency testing, aimed at determining the extent to which the student is able to make use of the foreign language for real-life, pragmatically useful purposes. As previously cited, only 6.5% of the respondents—13 schools in all—answered affirmatively, and the most probable reason for this not-unanticipated result—the virtual absence of available information and procedures for carrying out direct proficiency testing—has been discussed earlier in this *Report*. Indeed, in view of the general lack of current practical support of direct proficiency testing among testing organizations and professional groups in the language teaching area, it should be considered a notable accomplishment that even a handful of local school systems are attempting this kind of evaluation on their own. Some feeling for the nature of these efforts can be obtained from written-in descriptions of the local proficiency tests.

"Teacher-developed and prepared for level and for language."

"Teachers compose their own—given usually to upper level students (IV and V)."

"They have been developed by teachers, students, and curriculum specialist. They are based on reality-based simulations."

"Proficiency tests relating to the ability to communicate (as contrasted to the ability to use the component aspects of language, i.e., subject/verb agreement, pronunciation, recitation of dialogues) have been developed by the district for use in the first two years of instruction. These tests include a statement of objectives, the actual measurement instrument, and appropriate visuals."

"[Tests developed on a] limited basis: listening and conversing with native speaker (French)—results evaluated; some very limited reading of *l'Express*, *Le Monde*, and *Match*."

"Conversation with native speakers."

Whether or not the foreign language teaching profession should address itself more emphatically to the development of proficiency testing procedures and to the dissemination of the necessary information and materials is a question that might usefully be discussed during the 1975 Northeast Conference. For its part, the Committee on Evaluation would suggest that so long as the student's acquisition of a useful level of competence in the language skills remains one of the basic goals of foreign language learning in the United States, the instruments and procedures that will effectively measure attainment of this goal are imperatively needed.

Other Measurement Activities. The questionnaire dealt somewhat more briefly with the use of textbook tests, teacher association contest examinations, and tests addressed to cultural topics.

Use of Textbook Tests. As indicated earlier in the *Report*, textbook tests—defined as materials provided by textbook publishers in the form of separate workbooks, test tapes, etc. (as opposed to short quizzes or test exercises that might appear in the textbook itself)—were used more frequently by the responding school systems than any other kind of evaluation procedure covered in the questionnaire. More than eight out of ten respondents (83.1%) reported at least some use of textbook tests (207).

Within individual school systems, the most common pattern of use for textbook tests is "at the option of the individual teachers, at least some of whom make fairly frequent use of them" (68.5%) (168). In somewhat more than one-fourth of the schools using textbook tests (27.4%), the tests are "routinely administered in each teacher's class at the recommended times in the program" (168); responses in this second category would seem to suggest serious attempts to use the textbook tests for ongoing informational and diagnostic purposes.

As is the case with locally-developed tests, the accuracy and usefulness of textbook tests for diagnostic during-evaluation would depend on content and technical factors which could be determined only by close examination of the tests and the related course materials. As an indication of local opinion on the quality of textbook tests, 12.9% of the textbook test users considered them 'very accurate measures' of student achievement in the course and 76.0% found them 'fairly good measures.' Only 11.1% considered them 'relatively poor measures' (171). Generally speaking, these results could be taken to indicate a reasonable level of satisfaction with the textbook tests, although with some suggestion that even more accurate and adequate instruments would be welcomed by most of the schools using textbook tests.

Contest Examinations. A total of 115 schools (56.9%) reported that they participated in one or more of the AAT examination programs, such as the French Contest sponsored by the AATF. This percentage of use is appreciably higher than that shown for standardized achievement tests (35.3%), a fact which standardized test publishers may wish to ponder.

Culture Tests. To the question."Does your school foreign language program currently make any use (grades K-12) of tests specifically addressed to topics of the foreign language *culture* (as distinct from measuring language skills per se)," three out of four of the responding schools (75.4%) indicated that no such tests were presently being used (203). In view of the current profession-wide interest in developing student knowledge of important cultural patterns of the foreign language country (and to the extent possible, culturally appropriate behavior), the relatively low level of evaluation activities in this area would appear to warrant serious examination and discussion.

Summary and Recommendations. The most salient finding of the questionnaire survey is the quite low overall level of use of available measurement instruments and procedures in the service of the local language program. Except for the use of textbook tests, which many schools may purchase and administer more as a matter of habit or convenience than as a carefully planned evaluation activity, none of the measurement categories covered in the questionnaire was reported by more than half of the responding schools. Frequencies of use ranged from 40.9% for locally-developed tests to progressively lower figures for: standardized achievement tests—35.3%, language aptitude tests—18.0%, attitude or motivation measures—15.9%, and direct proficiency tests—6.5%.

The virtually nonexistent use of direct proficiency tests may be attributed to the relatively undeveloped state of the art in this measurement area and the consequent lack of suitable instruments and procedures for use by local school systems. With respect to the other measurement procedures broached in the questionnaire, the most likely interpretation of the extent-of-use results is a lack of sufficiently detailed and accurate information on the part of many supervisors and teachers about the nature and availability of these procedures, the rationales on which they are based, and the substantial and distinctive contributions which each can make to the effectiveness of the language teaching program.

Professional meetings such as the Northeast Conference can provide a vehicle for information-sharing in this area, as can textbooks on testing, brochures and journal articles on measurement topics, and other publications. It is doubtful, however, that the overall level of interest and active participation in the measurement endeavor can be raised to any appreciable extent unless language teachers and supervisors who have, or are in the process of acquiring, a background of information on testing problems and possibilities are willing to share this information with their colleagues through workshops, special programs, and personal classroom example. If participants of the 1975 Conference can 'carry back home' sparks of interest in the evaluation process, the cause of more effective measurement—and, hence, of more effective instruction and learning—will be correspondingly advanced.

The general questionnaire results, which reflect the level of involvement in evaluation activities for the responding schools considered as a whole, should not be allowed to obscure the fact that a number of individual schools were found to be following exemplary evaluation practices, especially in the use of classroom tests for diagnostic purposes, the development or adaptation of attitude and motivation measures for use in the local context, and, in some instances, serious efforts to develop real-life language use tasks for direct proficiency measurement.

In addition to these general findings, the survey identified a number of more specific practices of test use and interpretation at the responding schools. Rather than repeating the details of these practices, we will conclude by briefly re-emphasizing those results which seem to warrant special attention and by suggesting areas of language evaluation in which additional developmental work would be of real value.

(1) In many instances, aptitude test results are still being used to select students for admission to language study or to control their entry into higher-level courses. A more appropriate orientation would be to encourage the use of aptitude tests for diagnosis and the tailoring of individual learning programs, a measurement purpose more in keeping with present-day rationales for foreign language teaching.

(2) Some degree of activity in developing usable measures of student attitudes and motivation for foreign language study is evidenced at individual schools, but the trend is by no means general. Increased information-sharing among schools developing such measures or considering doing so would seem highly desirable, possibly through a clearinghouse sponsored by one of the professional language organizations. Such a clearinghouse would not, of course, need to be limited to affective testing but could handle the collection and dissemination of information about any and all innovative testing activities being carried out in classrooms across the country.

(3) In the area of locally-prepared tests for diagnostic purposes, some means should be found to increase the level of familiarity of teachers and supervisors with the basic principles of question-writing and the interpretation of test results. Local workshops are probably one of the most effective means, provided that the presentations themselves are of satisfactory quality. Publishers, testing organizations, or other groups might be encouraged to prepare series of instructional materials, offering both general measurement information and practical 'hands-on' experience in classroom test preparation, for use in workshop situations or individual study.

(4) Techniques should be found to alleviate the clerical burden of frequent diagnostic testing on the teacher. In this regard, student self-scoring of test responses would be encouraged wherever the test format permits, with the possible exception of tests administered for grading purposes. The administration of frequent diagnostic tests will be of value to the local school program only if the teaching staff is willing to follow up the obtained results by working with individual students on specific learning problems and by modifying the curriculum and the teaching procedures in the light of group performance on the tests.

(5) Many schools administering standardized achievement tests as after-measures of program success in developing fundamental linguistic skills do not seem to be making the most of the information these tests can provide. An increase would be welcomed in the number of schools that are willing to take the modest additional effort needed to administer and score the speaking ability por-

tions of these test batteries. Once the standardized test results have been obtained, it would easily be possible to increase the informational value of the results by making them available to language students and their parents as well as to school staff.

(6) Some questionable applications of standardized test data were identified, notably the use of test results to measure teacher effectiveness, which can properly be evaluated only through the careful, simultaneous consideration of a number of other instructional variables which do not yield readily to quantification. Standardized tests may in some instances provide an appropriate means of grading or partially grading the student on his course performance, but this use of external test results should be considered valid only to the extent that the tests reflect the specific instructional aims of the course.

(7) With only thirteen of 207 schools reporting current activity in the area of direct proficiency measurement, it is not possible at this time to suggest more than a hopeful beginning of interest in the direct, benchmark evaluation of the student's ability to use the foreign language effectively in real-life communicative situations. In view of the importance which both members of the language teaching profession and students themselves accord this language learning goal, it would seem appropriate to urge that teachers, supervisors, test developers, and other interested individuals and groups carry forward this hopeful beginning to a point at which the direct measurement of real-life language proficiency can be readily and meaningfully accomplished in any teaching/learning situation which sets such proficiency as an essential goal.

Goals Clarification: Implementation

The Four Skills and Culture

We view each of the language skills as being interrelated and as a continuum in the totality of the language program. Language, as a living phenomenon, must provide the student with the facility to express himself in real-life situations. A thematic approach to curriculum facilitates this premise and makes it applicable at all levels of instruction. It is our conviction that the student, at every moment of his language career, must be involved in situations and activities which constantly demonstrate to him his acquired proficiency in the language. We will take a sample unit that creates the learning environment of 'shopping' and show the development of language skills within this context. Techniques, activities, and suggested procedures will be presented. Culture, in its cognitive and affective aspects, will be an integral part of the curriculum.

PLANNING A THEMATIC UNIT

The development of a thematic unit requires that the following curriculum components be developed systematically—key ideas, including cultural, cross-cultural, and linguistic; listening comprehension; speaking, including pronunciation, intonation, and stress; reading; writing; vocabulary. Each succeeding curriculum unit serves to develop further these components

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in order to provide review, reinforcement, and recombination of the language skills, information, and cross-cultural understanding with new learnings.

The selection of a theme or thematic approach allows for the systematic growth of the basic skills in the foreign language through a unit which simultaneously develops cultural knowledge and understanding. In this way the components of a thematic unit can be integrated and progressively developed. The thematic units can be developed on specific content sources which lead the student to identify more and more with the language and the culture of the speakers of that language. Examples of specific content sources which may serve as thematic units are courtesy patterns, family living, daily living (the school, eating, marketing, etc.), clothing, holidays and recreation, leisure-time activities, travel and vacation, transportation, careers, etc. Inherent in this approach is the maximum opportunity for creating a truly interdisciplinary and integrated curriculum.

The framework of a thematic unit includes key ideas, concepts, expression of skill development, performance objectives, suggestions for measurement and evaluation, and suggested procedures and enrichment activities. In no way does the thematic unit mandate a particular methodology nor does it limit itself to any particular level of instruction. It serves to unify a body of knowledge which the student should master. It is not based on a single textbook nor does it restrict the use of varied and multiple sources. On the contrary, it recommends flexibility, diversity, and creativity in the types of activities and materials employed in the learning process. Any textbook series or supplementary materials can be employed in a thematic approach because the topics or themes selected by the teacher already exist within the text he is using.

CONSTRUCTING A THEMATIC UNIT

Certain questions must be asked before committing oneself to the selected theme—Will this theme increase the number of situations in which the student can perform actively in the foreign ambience? Will this theme broaden the student's knowledge of the foreign culture and of his own culture? Will it enhance the student's ability to use the four basic skills in the foreign language? Will the thematic unit afford the student direct involvement in a variety of learning activities? Will the thematic unit provide a multi-sensory presentation of the content? Will the thematic unit stimulate interdisciplinary activities?

After establishing the desirability of the theme in the light of these considerations, the overall purpose of the unit should be stated briefly. The next step in the process of developing a thematic unit is to select the key cultural and linguistic ideas that the unit will contain. The key ideas will form the substance of the learning experience. They also serve to synthesize learning by providing wholeness and meaning; the key ideas give the learning process a sense of totality. They also provide the basis for the choice of objectives and content.

Performance objectives are of equal importance to the teacher and the learner. They provide direction and the basis for evaluation to see whether learning has taken place. A performance objective describes the action the learner will be expected to perform at the end of a particular unit. It also states the conditions under which the student will be expected to perform, and it specifies the level or degree of proficiency required. The performance objective guides the student and the teacher in their work and is tested.

Suggested procedures and enrichment activities are also listed for the teacher to offer him support in giving the thematic unit a point of direction. They also serve to familiarize the teacher with the material available that is related to the particular unit. These procedures and activities help stimulate the creation of real-life situations within the classroom.

The sample thematic unit on shopping which follows is part of a pilot, experimental, curriculum revision project of the Board of Education of the City of New York.[1] The units in Spanish, German, and Italian will be found in the Appendices.

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[1] This preliminary, experimental edition of the unit was developed by the Bureau of Curriculum Development of the Board of Education of the City of New York through the Bureau of Foreign Languages (Project 3040, October 1974). Pearl M. Warner (Hillcrest High School, Jamaica, N.Y.) served as principal writer for the project.

SAMPLE CULTURALLY-ORIENTED THEMATIC UNIT
SITUATIONAL THEME NO. 4: FRENCH LEVEL I

Allons Faire des Courses

Rationale

It is our conviction that the study of a foreign language provides the most enlightened path toward understanding the various peoples who occupy planet Earth. And what can be more important to the future of man than a closer relationship with "his brother?"

Introduction

These suggestions are designed to explore a more meaningful, effective, and relevant approach to acquiring ability to communicate in French. The focus here is a life situation in which the student is taught to function in the foreign language.

Basic Objectives of This Unit

(1) To familiarize the students with the necessary French vocabulary and expressions to enable them to make a variety of purchases with ease.
  (a) To acquaint students with the various types of stores.
  (b) To enable students to handle monetary transactions.
  (c) To acquaint students with the different systems of designating clothing sizes.
  (d) To equip students with the necessary vocabulary to discuss the differences and similarities in dress and hairstyles appropriate to various social occasions.
(2) To teach and provide practice in the use of such grammatical structures as are needed in consonance with the above objectives.

Methods and Materials

The suggested procedures and enrichment activities outlined here are points of departure for the teacher, who should not consider himself limited by them. They are designed to provide innovative ideas that will spark student creativity. The teacher will build upon and adapt these suggestions according to the needs, interests, and capabilities of his students. All the suggested activities should be associated with appropriate visuals.

The many textbooks that are in use today can serve as a source of materials which can be adapted to reinforce, enhance, and enrich the thematic units according to the interests and ability of the class.

The participation of students in the preparation of materials should be actively encouraged. For example, students may assist by drawing pictures and charts, making models, or bringing in pictures from magazines. It is also suggested that the teacher include simple songs and poems related to the situational themes.

Many of the grammatical structures listed will appear in several units. These should therefore be treated in the warm-up or as the vehicle for the introduction of new vocabulary expressions.

The grammatical structures should be treated WITHIN THE CONTEXT OF THE UNIT.

Time Sequence

This depends upon the ability of the students. We suggest, however, approximately *four* to *six* weeks for each thematic unit when Level I is covered in one year.

If Level I is covered in *two* years, as is the case in the 7th and 8th grades, then *eight* to *ten* weeks should be the appropriate time span. In the intermediate schools, where Level I is covered in *three* years, then *twelve* to *fourteen* weeks should be allocated for this unit.

Culture

Cultural information that is relevant to the situational topic should be presented within the unit. The suggested topics to be treated in this unit are:

(1) The French *franc* (F or NF) is divided into 100 *centimes*. Although current rates of exchange fluctuate, there are approximately five *francs* to the dollar.

(2) Withdrawing money from the *livret de caisse d'épargne* (savings account) in generally done judiciously. It is preferable that the *livret* (bank book) show only deposits. *Le compte courant* (checking account) and *les chèques*, however, are now widely used. Purchases have usually been paid for in cash, *en espèces*; however, credit cards are becoming popular in France.

(3) At the *bureau de poste (P. et T. [Postes et Télécommunications])*, letters are weighed, *timbres* (stamps) are bought, and *mandats* (money orders) are sent and cashed. Local and long-distance telephone calls are made and received from the *cabines téléphoniques* (phone booths). *Jetons* (tokens) are sometimes necessary to make local calls.

(4) The French traditionally shop for groceries at the *épicerie du quartier*, but the *supermarché*, and *le libre-service* in general, have become very popular.

(5) Purchases at *la boulangerie* (the bakery), *la pâtisserie* (pastry shop), *la charcuterie* (pork delicacies), and *la boucherie* (butcher shop) enhance the *diner de famille*.

(6) Cigarettes can only be bought at the *bureau de tabac* (tobacco shop) which is licensed by the state. *Les allumettes* (matches), which in France must be paid for, and *le tabac* are government monopolies.

(7) A typical shopping trip may include visits to *le marchand de journaux* (for periodicals), *la librairie-papeterie* (stationery store), and *la pharmacie* (which sells only pharmaceutical products and toilet articles).

(8) *Monoprix*, *Prisunic* are the French equivalents of the dime store.

(9) Representative of the *grands magasins* are *Les Galeries Lafayette*, *Au Printemps*, and *La Samaritaine*. Some have *succursales* (branches) outside Paris.

(10) In France the floor above the *rez-de-chaussée* is the *premier étage*, thus the third floor in New York is the *deuxième* in Paris.

(11) Paris is an important center of *haute couture*. In addition to their regular collection, some *couturiers* (fashion designers), such as Saint Laurent and Cardin, make up a less expensive line of *prêt-à-porter* (ready-to-wear clothing), perfumes, and linens.

(12) The French chic is largely due to insistence on *qualité* not *quantité*. One chooses each item carefully so that it is *de bon goût* (in good taste) and appropriate to the wearer's needs.

(13) The difference between American sizes and French *taille* and *pointure* should be explained.

Les Tailles

(A) Dames

(1) Manteaux et robes

Etats-Unis	8	10	12	14	16	18	20
France	38	40	42	44	46	48	50

(2) Chaussures

Etats-Unis	4	5	6	7	8	9
France	35	36	37	38	39	40

(3) Corsages, chandails et combinaisons

Etats-Unis	32	34	36	38	40	42
France	38	40	42	44	46	48

(B) Messieurs

(1) Pardessus et complets

Etats-Unis	36	38	40	42	44	46
France	46	48	51	54	56	59

(2) Chaussures et pantoufles

Etats-Unis	8	8½	9½	10	10½
France	41	42	43	44	45

(3) Chemises

Etats-Unis	14½	15	15½	16	16½
France	37	38	39	40	41

(14) Politeness and formality characterize the *client-vendeur* (customer-salesman) relationship. One may have a friendly chat with the *propriètaire* (owner) of a neighborhood *boutique*, but the *formules de politesse* are preserved.

(15) In rural France, especially in the *Midi* (South), stores and offices usually close for lunch from noon to three o'clock; this time is made up by staying open later in the evening.

(16) As a rule, men go *chez le coiffeur* (barber shop) for a haircut and women go to the *salon de coiffure*, but many shops now cater to both *dames et messieurs*.

Vocabulary and Useful Expressions

le vêtement
le complet
le manteau
le pardessus
un imperméable (un imper)
le costume
le pantalon
le gilet
la chemise
la cravate
les jeans
le pull-over (le pull)
le chandail
la jaquette
la jupe
la blouse

la robe
la ceinture
le bouton
la manche
le col
la poche
la chemise de nuit
le pyjama
le tissu
la laine
le coton
la soie
le gant
les lunettes
le soulier
la chaussure
la botte

la pantoufle
le cuir
le caoutchouc
la sandale
la chaussette
le collant
le sac (à main)
le porte-monnaie
la portefeuille
le chapeau
le beret
une écharpe
la casquette
le bijou
la bague
la boucle d'oreille
le collier

le bracelet
l'or (m)
l'argent (m)
le coiffeur
la banque
la boutique
le magasin
le rayon
la vitrine
le prix
le solde
la caisse
la monnaie
le franc
le centime
le chèque
le vendeur

la vendeuse
la glace
la bas
un étage
le rez-de-chaussée
un ascenseur
un escalier (roulant)
en ville
l'entrée (f)
la sortie
pousser
tirer
porter
essayer
trouver
décider
détester
choisir
regarder
beau, bel, belle
laid(e)
à la mode
chic
cher, chère
bon marché
court(e)
long, longue
mettre
boutonner
ôter
acheter
payer
dépenser
coûter
vendre
chercher
autre
nouveau, nouvel, nouvelle
vieux, vieille
tout(e)
peu de
beaucoup de
trop de
à votre service
cela me plaît
madame désire?
Je voudrais . . .
avoir besoin de
faire des courses
défense de fumer
ne touchez pas

Developmental Questions

N.B. In preparing these units around a specific theme, it has been necessary at times to use some structures which would normally be taught at a later time. When you encounter these structures in the Developmental Questions, please note that they are to be taught *in context only* and *only as needed* in the particular situation. They will be thoroughly treated at the appropriate time.

Question	*Grammatical and/or Cultural References*
(1) De quelle couleur est la cravate de Paul?	(a) Colors—placement, agreement; shades—light, dark (b) Use of *de quel*—agreement (c) Review *être* (d) Irregular feminine— *blanc/blanche, rouge* (e) Review *de* with possessives
(2) Combien coûte le. . .? Quel est le prix de. . .?	(a) Use of *combien* (b) Cardinal numbers 1 to 1000 (c) Value of *franc* (5 to $1) (d) Use of *de, du, de la, de l'*
(3) Que portez-vous quand il pleut?	(a) Use of *que* (b) Articles of clothing (c) *er* verbs (d) Review weather
(4) Qui coupe les cheveux, le couturier ou le coiffeur?	(a) Use of *qui* (b) Discuss names of *couturiers* (c) Discuss new *Dames-Messieurs coiffeur*
(5) Quel vin préférez-vous, le blanc ou le rouge? Quelle jupe aimez-vous mieux, la verte ou la rose?	(a) Use of *quel*—agreement (b) Orthographic changing verb *préférer* (c) Expression *aimer mieux* (d) Irregular plurals —*bas* (e) Colors—agreement, placement
(6) Voici les souliers noirs. Les aimez-vous?	(a) Object pronouns (b) Position of adjectives

		(c)	Agreement of adjectives
		(d)	Colors—placement, agreement
(7)	Mettez-vous vos lunettes pour regarder le journal?	(a)	*Mettre*—present tense
		(b)	Review use of *pour* + infinitive
		(c)	Possessive adjectives
(8)	Vous ne voulez rien à la charcuterie? ...au bureau de tabac?	(a)	*Ne. . .rien*
		(b)	Discuss different types of shops
		(c)	Use of *à la, au, aux*
(9)	Pour aller du rez-de-chaussée au troisième étage on prend. . .	(a)	Ordinal numbers
		(b)	Discuss *rez-de-chaussée*
		(c)	Use of *on*
(10)	Prenez-vous les gants de laine ou de cuir?	(a)	*Prendre*—present tense
		(b)	Fabrics—with *de*
(11)	Est-ce-que cette pointure me va bien? . . .mieux?	(a)	Expression *me va bien*
		(b)	*Pointure*—discuss sizes
		(c)	*Bien, mieux*
(12)	Ceci est bon marché, n'est-ce pas?	(a)	Use of *ceci, cela, ça*
		(b)	Expression *bon marché*
		(c)	Irregular adjectives—*cher/chère*
(13)	Achetez-vous le journal à l'épicerie?	(a)	Orthographic changing verb *acheter*
		(b)	Discuss *librairie—papeterie*
		(c)	Use of *ne. . .pas*
(14)	Qu'est-ce que vous trouvez au Monoprix?	(a)	Review use of *qu'est-ce que*
		(b)	Discuss *Monoprix, Prisunic*
(15)	Faites-vous des courses au super-marché?	(a)	Expression *faire des courses*
		(b)	Discuss adoption of *super-marché*
		(c)	Review *faire*
(16)	Avez-vous besoin d'un jeton pour le téléphone?	(a)	Expression *avoir besoin de*
		(b)	Use of *jeton*—discuss where it is bought
(17)	Que désirez-vous acheter pour la fête?	(a)	Vocabulary building
		(b)	Use of infinitive after *désirer*
(18)	Portez-vous un imperméable quand il fait du soleil?	(a)	Review weather expressions
		(b)	Practice negative expressions
(19)	Où allez-vous pour acheter. . .?	(a)	Vocabulary building
		(b)	*Pour* + infinitive
(20)	Qu'est-ce que vous achetez à la librairie?	(a)	Practice use of *qu'est-ce que*
		(b)	Vocabulary building—names of shops
(21)	Qui fait les courses chez vous?	(a)	Idiomatic expression *faire des courses*
		(b)	Use of *chez*
(22)	Combien de blouses y a-t-il dans la classe?	(a)	Vocabulary drill
		(b)	Interrogative form of *il y a*
(23)	Si. . .coûte(nt). . .francs, combien coûtent. . .?	(a)	Review of cardinal numbers
		(b)	Use of *combien*

Grammatical Structures

Level I has been divided into six culturally-oriented situational units. Included in each unit are those structures which lend themselves to the theme of that unit. Many grammatical structures will therefore reappear in the course of the six units.

The list of structures is not a *sine qua non*. The teacher should be selective in the choice of structures which he develops within this thematic unit, basing his decision on those structures already mastered by his students.

It is suggested that the teacher give classroom directions in French at all times.

(1) Articles—Review of *de* to show posession

(2) Nouns
   - (a) Review formation of regular plurals
   - (b) Formation of irregular plurals: nouns ending in *-al*, *-eau*, *-s*, *-x*, *-z* as they occur

(3) Pronouns
   - (a) Review *qu'est-ce que*, *qui*, and *que*
   - (b) *Ceci*, *cela*, *ça*
   - (c) Direct object: *le*, *la*, *les*

(4) Adjectives
   - (a) Position of adjectives (colors) after the noun
   - (b) Adjectives relative to this unit which precede the noun
   - (c) Review of simple agreement: *grand(s)*, *grande(s)*
   - (d) Irregular feminine forms, including adjectives ending in *-e*, *-f*, *-x*, *-an*, *-en*, *-er*, *-el*, *-et*, particularly as they occur in colors
   - (e) *Quel(s)*, *quelle(s)*
   - (f) Review of possessive adjectives

(5) Negative
   - (a) Review *ne. . .pas*
   - (b) *Ne. . .rien*

(6) Verb Structures
   - (a) Review present tense of three regular conjugations: affirmative, negative, interrogative
   - (b) *Mettre*, *prendre*
   - (c) Orthographic changing verbs: *préférer*, *acheter*
   - (d) *Vouloir* (recognition only)

(7) Numerals
   - (a) Review 1-100 for use in computing money transactions
   - (b) Teach 101-1000
   - (c) Ordinal numbers (in relation to *étage*)—1st to 20th

Suggested Procedures

(1) Introduce and drill clothing vocabulary using various forms of realia.
   - (a) Magazine clippings, preferably from French fashion magazines to give clothing the "French touch"
   - (b) Overhead projector transparencies
   - (c) Bring in actual items of clothing
   - (d) Pictures created by students
   - (e) Sketches on the board
   - (f) Puppets and marionettes

(2) Ask students to describe what they are wearing, using colors and other adjectives such as *beau*, *long*, *court*. Students may enjoy describing what fellow classmates are wearing.

(3) Collect from magazines (or have students bring in) large, colorful pictures of people. You might use a picture of Santa Claus, a movie star, or a cartoon character. Have students describe the attire of the characters in the picture.

(4) Have students read variations of a basic 'shopping' dialogue, substituting different colors, clothing articles, sizes, and prices.

(5) Role-playing: Have students act out various scenes in a French department store.

Use props and money. Some possibilities are:

(a) Going shopping for a birthday gift
(b) Trying to get service in a crowded store during the holiday rush
(c) Making up one's mind about which outfit to buy, to the dismay of the *vendeur/vendeuse*.
(d) Trying too hard to make a sale
(e) Window-shopping
(f) TV commercial
(g) Placing an order by telephone
(h) Returning items in a department store

(6) Show and Tell: Students will bring in, show, and describe to the class clothing ads from French publications containing familiar words and expressions. Students can then create their own ads in French using familiar vocabulary.

(7) Games

(a) *Qui porte. . .?* Have a student describe three items worn by a classmate, without revealing the person chosen. The first student to give the name of the person being described wins the round.

(b) Money transaction game: The teacher says: "*La robe coûte 80 francs. Je donne au vendeur 100 francs.*" Students must compute and give the correct change. Students may be divided into teams for this game. After several demonstrations, students may play the teacher's role.

(8) Bulletin boards

(a) Have students bring in pictures of interesting or amusing characters, mount their pictures on construction paper, and add the following descriptive information:

Il/Elle s'appelle. . .
Il/Elle a. . .ans.
Il/Elle porte. . ., . . . et . . .(articles of clothing with descriptives).

Encourage students to use their imagination. They might want to design them as 'wanted' *(Recherché par la police)* posters, with a reward for the capture of the character described.

(b) Design a bulletin board to look like the *vitrine* of a French department store or boutique. Include prices and other relevant information.

(9) Have students make up a shopping list for a day at a *grand magasin*.

(10) Have students write a guided composition using the following questions as suggestions for content:

Qu'est-ce que vous allez acheter?
Pour qui?
Combien d'argent voulez-vous dépenser?
Où allez-vous pour acheter. . .?
Est-ce un grand magasin ou un petit magasin?
A quel étage se trouve. . .?
Combien coûte. . .?

As a listening-writing exercise, the teacher would give these questions orally and allow time for the students to write the appropriate statement.

Reading

It is suggested that the teacher choose, from the texts he is using, appropriate selections related to the situational theme. Appropriate readings may include dialogues, short passages, recipes, menus, newspaper and magazine articles, or advertisements. Whenever desirable, the teacher should write original dialogues or short passages.

Enrichment

(1) Teach songs related to the clothing theme: *Le Cordonnier, J'ai du bon tabac, Alouette, Savez-vous planter les choux?*

(2) Have students practice tongue-twisters related to the theme. For example: *Les chaussettes de l'archiduchesse, sont-elles sèches archi-sèches.*

(3) Discuss with students the cultural implications of the following proverbs and sayings.

L'habit ne fait pas le moine.
Des goûts et des couleurs il ne faut pas disputer.
Tout ce qui brille n'est pas or.
Tout nouveau, tout beau.
A chacun son goût.
En avril, n'ôtez pas un fil.

(4) Anecdote: *Peux-tu me prêter quatre mille neuf cent quatre-vingt quinze francs? demande le petit garçon à un copain.*
Hein? Pourquoi pas cinq mille?
Parce que j'ai déjà cinq francs.

(5) Have students plan a seasonal wardrobe.

(6) Audio-visual aids

(a) *Parlons français*—15-minute film lessons available through the Bureau of Audio-visual Instruction. The films relevant to this unit are:

#13-14	Introduction of colors
#26	Various items of clothing
#27	Song *Promenons-nous;* articles of clothing

(b) Select commercially sold films, filmstrips, and slide series related to this theme.

Suggestions for Testing

(1) Picture test (requiring oral or written answers).
- (a) *Vrai/Faux*
- (b) *Qu'est-ce que c'est?*
- (c) *De quelle couleur. . .?*
- (d) Multiple Choice (visual cue with printed options)

(2) Oral questions requiring oral answers.
Une blouse coûte 16NF; combien coûtent trois blouses?

(3) Oral questions requiring short written answers. For example: *Qui suis-je?*
(a) *Je porte une jupe.* *garçon* *fille*
(b) *Je porte une cravate de soie.* *garçon* *fille*

(4) Oral or written statements to test specific vocabulary and general comprehension.
- (a) *Vrai/Faux*
- (b) Questions: *Que portez-vous quand il pleut?*
- (c) Multiple Choice: *On porte. . .sur la tête.*
  - (i) *un soulier rouge*
  - (ii) *des gants*
  - (iii) *un chapeau de paille*
  - (iv) *des caoutchoucs*
- (d) *A qui parlez-vous?*
  Teacher gives a line of conversation, asking students to indicate to whom it is addressed: *Les vêtements sont trop chers. N'entrons pas dans ce magasin.*
  - (i) *au vendeur*
  - (ii) *à un(e) ami(e)*

(5) The teacher or a student reads a line of a dialogue, and students give appropriate oral or written rejoinders.

(6) Picture stimulus test. Student selects a picture and prepares five oral or written sentences to describe it.

(7) Describe cued response test.

(8) Sentence expansion (oral or written) by addition of adjective to test adjective placement or agreement.

Voici un manteau. (beau) Voici un beau manteau.

(9) Written tests based on readings, structural items, and vocabulary. These tests should contain a variety of test exercises: completion, multiple choice, matching, questions to be answered in complete sentences, synonyms, antonyms, dictation of complete sentences, or fill-in blanks.

CULTURE: ALL LEVELS

Language is the primary expression of a culture. Language and culture are so closely related that classroom attempts to separate them breed artificiality. Culture reflects the specific behavioral patterns, customs, and life styles of a society. It also includes the contributions people have made to civilization in the areas of art, music, literature, science, government, etc.; however, the anthropological description of culture contains more meaning for the foreign language curriculum today. Therefore, it is a means of blending the affective and cognitive aspects of language learning.

The goal of presenting language by means of a culturally-oriented thematic unit is to show the close interrelationship between language and culture. It is also a means of familiarizing the student with the daily customs and life styles of the speakers of the target language.

The foreign language teacher in today's educational scene has a complex and difficult task. While teaching the student to communicate in the target language, the teacher is also responsible for leading the student to a knowledgeable understanding of the speakers of the language. In the process of doing this, the teacher is also trying to change the attitude of the student toward foreign language ways which are inherent in the language and toward the speakers of the target language. Providing the student with knowledge is not the more difficult task, for it is easily evaluated through a variety of activities which lend themselves to measuring the cognitive gains of the learner. These activities are applicable at all levels of the instructional program.

The student will be able to:

(1) Identify the names of streets, shops, newspapers, magazines, etc.;
(2) Transfer his clothing sizes into the measurements used in the country of the target language;
(3) Answer true-false, multiple-choice, and matching questions based on specific cultural data contained throughout the unit;
(4) Write a composition explaining the meaning of *le pain* in French life;
(5) Compare customs peculiar to the people of the language studied with American customs;
(6) Enact a scene, either from a memorized dialogue or extemporaneously, depicting a business transaction in a shop, *le Bureau de Poste, or le Bureau de Tabac.*

It is the evaluation of the student's attitude toward the language and the speakers of the language that is more difficult to measure. Valette and Disick have prepared a taxonomy based on the affective domain.[2] By means of observation the teacher is generally able to determine at which level of the taxonomy the student is operating. At the level of 'receptivity' the student is aware and attentive. He shows tolerance, interest, and enjoyment at the level of 'responsiveness.' At the level of 'appreciation' the student values the language, literature, or culture studied, and he becomes involved in the process by seeking out additional learning experiences in the language. At the stage of 'internalization' the language becomes a natural part of the learner, and he is committed to spending increased periods of time improving his proficiency in the language. At the level of 'characterization' the student has become bilingual and bicultural; he has integrated the language and culture into his own life and assumes a position of leadership in developing language skills or improving cross-cultural understanding.

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[2] Rebecca M. Valette and Renée S. Disick, *Modern Language Performance Objectives and Individualization* (New York: Harcourt Brace Jovanovich, 1972), pp. 43-54.

Evidence of change in the affective domain is apparent to the classroom teacher in the course of daily contact with the student. His involvement in extracurricular activities related to the language reflects his affinity for the speakers of the language. Foreign language fairs and suppers, film festivals, talent shows, trips abroad during vacation periods, and participation in interdisciplinary courses—prevalent in many schools throughout the nation—reflect the positive attitude of students toward language study and the culture of the speakers of the language. Attendance at functions such as foreign language movies and plays, and visits to museums and special exhibits outside the school also reflect the student's desire to learn more about the speakers of the language.

LISTENING

Listening is a receptive skill involving a variety of physical and mental interactions. The end result of this process is comprehension of the spoken message. In a real-life situation such comprehension can usually only be demonstrated by external behavioral reactions, e.g., speech, gestures, movement, facial expressions, etc. In the performance objectives listed below, designed for students at the beginning level of foreign language instruction, the simulated situation given is structured to elicit such responses.

Beginning Level. What activities will the learner experience in order to achieve the specific listening objectives within this thematic unit? In a simulated situation in a department store, the learner, wishing to buy an item of clothing, will demonstrate comprehension of the following oral stimuli:

(1) Accompanying friend's (parent's) suggestion to locate correct department
—by appropriate motor (action) response: going to the store directory

—by appropriate oral response: stating the correct floor

(2) Friend's suggestion to walk the one flight up
—by appropriate kinesic (gesture) response: shaking head to indicate refusal; pointing to staircase
—by appropriate motor response: ascending a staircase

(3) Salesman's greeting
—by appropriate oral response

(4) Salesman's inquiry as to item sought
—by appropriate oral response

(5) Salesman's inquiry concerning color
—by appropriate motor response: pointing to a color
—by appropriate oral response

(6) Salesman's inquiry regarding size
—by appropriate oral response in foreign terms of size

(7) Salesman's suggestion of style
—by appropriate kinesic response
—by appropriate oral affirmative or negative response

(8) Salesman's inquiry as to price range
—by appropriate oral response using foreign currency

(9) Salesman's inquiry as to preference among those items shown
—by appropriate motor, kinesic, or oral response

(10) Friend's encouraging comments regarding the style selected
—by appropriate kinesic or oral response

(11) Salesman's urging to try it on
—by appropriate oral response
—by appropriate motor response: putting on the article of clothing

(12) Salesman's suggestion to look in the mirror
—by appropriate motor responses: walking to mirror, looking in mirror
—by appropriate kinesic response

(13) Salesman's inquiry as to his opinion
—by kinesic reaction or oral expression of uncertainty

(14) Friend's suggestion to turn around
—by appropriate motor response

(15) Friend's comment as to undesirable sleeve length
—by appropriate motor check of length of sleeve or appropriate oral response

(16) Salesman's suggestion of alteration
—by appropriate oral inquiry as to cost
—by appropriate kinesic response

(17) Salesman's response
—by appropriate oral or kinesic response

(18) Salesman's request that he raise (lower) his left (right) arm
—by appropriate motor response

(19) Friend's urging to try another size
—by appropriate motor response (remove item of clothing)
—by oral request to salesman

(20) Salesman's announcement of something at a higher price
—by appropriate oral or kinesic response

(21) Salesman's description of item
—by appropriate kinesic response (nod)
—by appropriate oral response (expressing interest)

(22) Salesman's inquiry as to method of payment
—by appropriate oral response
—by appropriate motor response of paying in the currency of the country

(23) Salesman's statement that the package will be ready shortly
—by appropriate oral response

(24) Salesman's oral assurance that the customer will enjoy the item
—by appropriate oral question concerning possible return of item

(25) Salesman's final statement when handing him the package
—by appropriate oral expression of courtesy when departing
—by appropriate kinesic response.

In the same physical situation, a set of performance objectives could be developed for students playing the roles of salesman and accompanying friend or parent.

Intermediate and Advanced Levels. At the intermediate and advanced levels, the learner would demonstrate comprehension of the spoken language by personal external reactions of a motor, kinesic, or oral nature. The stimuli would be of a more complex nature, and the learner would have to demonstrate his understanding with more responses indicating greater depth of comprehension of the foreign language. This would be demonstrated by a greater number of longer sentences and the combination of oral and motor responses.

SPEAKING

Speaking is a productive skill. The goal of speaking at every level or stage of the continuum is oral communication. Specific activities and expected behaviors will vary according to level.

The ability to engage in free-flowing conversation in any language presupposes comprehension of the spoken language, the acquisition of an appreciable vocabulary, and, generally, the ability to think in that language. But what can we use as realistic parameters at the earliest stages of language learning?

After the initial stages involving mimicry of sounds, syllables, words, and phrases, the student is ready to move ahead. Given a topic of interest and obvious practical value, the average student will be sufficiently motivated to form the necessary linguistic habits to facilitate oral expression in situations related to that topic. Once the student understands the various expressions which will eventually comprise meaningful conversational sequences and once he has had sufficient practice in correctly pronouncing these new linguistic utterances, he will be ready to attempt reproducing logical oral rejoinders in simulated situations related to the theme. Clearly, the more practice he is afforded in using these newly acquired linguistic phrases, the more natural they will seem to him and to his audience. The ultimate goal, however, will be for him to be able to express himself so well, in situations related to the theme, as to be understood by a native speaker in a real situation.

Beginning Level. Specifically, what are the performance objectives for students who have been taught this unit at the beginning level?

(1) Guided Speaking (including directed dialogue)
The student should be able to answer, in complete sentences, questions relating to:
- (a) Articles of clothing, their color, and cost;
- (b) Appropriate clothing for various types of weather;
- (c) The barber shop and the beauty parlor;
- (d) Types of purchases in various shops, *e.g., pâtisserie, charcuterie, boucherie, boulangerie;*
- (e) Telephoning in France;
- (f) Transactions possible in the *Bureau de Poste;*
- (g) Sizes in France as opposed to American sizes;
- (h) Various larger department stores, their hours, steps involved in the purchase of an item;
- (i) The monetary system and numbers.

(2) Free Speech Production
The student should be able to:
- (a) Describe what he is wearing and what others in the class are wearing;
- (b) Describe the persons or the scene in a picture cue related to the unit;
- (c) Read and explain, in vocabulary which he has learned, clothing ads from French publications;
- (d) Question other students, assuming the role of the teacher, on at least six of the nine items listed in guided speaking;
- (e) Produce a television or radio commercial.

(3) Conversation with one or more persons in a simulated situation
The student should be able to:
- (a) Produce suitable and logical utterances as either the customer or the salesman involved in the purchase of an article;

(b) Seek the opinion of a companion or salesperson when undecided about a purchase;
(c) Ask directions in a department store regarding the location of an item;
(d) Converse with a friend about articles on display in a shop window;
(e) As the salesperson, discuss with the customer various articles at different prices using French currency;
(f) As the salesperson, make every effort to sell an item to the customer;
(g) Purchase or sell an item in another type of shop, e.g., *épicerie*, etc.;
(h) Carry on a telephone conversation to place or receive an order;
(i) Complain about an unsatisfactory item purchased recently;
(j) Refuse to buy something.

All of these types of oral production will be based on the vocabulary, expressions, and cultural information presented in this unit.

Intermediate and Advanced Levels. At the intermediate and advanced levels, less emphasis will be placed on guided speaking and more on free speech production and conversation with one or more persons. At the advanced level the student will be able to create his own situations and speak extemporaneously.

READING

Reading is also a receptive skill. It is the skill that is usually retained for the longest period of time by the learner after he has terminated his language study.[3] It is also the skill that he will probably use with greatest frequency after his studies. Reading is not merely the assignment of sound in the foreign language to the written symbols or words; the critical requirement is that there be comprehension of what is written.

Reading exists at every level of the language program. It exists as a separate skill and as a means of reinforcing the listening and speaking skills. The goal of reading at every stage of the continuum is satisfaction and comprehension, as demonstrated by physical action or response in other language skills. The specific activities and behaviors will vary according to level.

What activities will the learner experience in order to achieve the specific reading act within this thematic unit?

Beginning Level. At the beginning level, readings are short and structured for vocabulary and grammatical content. Activities are centered about learning and comprehension exercises that require the student to demonstrate knowledge of vocabulary and interpretation of the written message through matching and labeling activities, responses to true-false or multiple-choice questions, identification of stores and departments appropriate for given items, reading sizes and prices, etc.

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[3] Edward D. Allen and Rebecca M. Valette, *Modern Language Classroom Techniques* (New York: Harcourt Brace Jovanovich, 1972), p. 189.

Intermediate Level. At the intermediate level, readings would become more complex, but within the context of the thematic unit. Interest level and realism in terms of the reading selections presented would be prime requisites.

Performance objectives for reading at the intermediate level include the student's reading:

(1) A friend's description of clothing and demonstrating his comprehension by drawing the outfit;
(2) An advertisement and answering questions about the product;
(3) Jokes or cartoons about shopping and relating the incident to a friend;
(4) Directions for a store display window and diagraming the layout;
(5) Narratives, conversations, or dialogues about shopping and demonstrating his understanding in true-false, multiple-choice, and question-answer exercises;
(6) A short selection on shopping and giving it an appropriate title;
(7) A fashion article in a French magazine and matching it with the appropriate item;
(8) Instructions for bank transactions and carrying them out by role-playing;
(9) Clothing or food labels and summarizing their contents;
(10) A series of advertisements for similar products and selecting the one that is most attractive to him.

Advanced Level. At the advanced level, readings should be realistic activities. Students should read actual advertisements, labels, directions, signs, etc. and demonstrate their understanding through summary in French, redefinition, or communication based on the information. Readings about the culture should be done in the target language, i.e., excerpts from literature and magazine and newspaper articles that deal with the theme of the unit should become the principal reading activities.

WRITING

Writing is one of the productive skills, and, as such, it requires students to activate stored knowledge of vocabulary and structure which have been developed in the receptive skills of listening and reading. The need to have more complete control over language elements in order to write renders this skill perhaps more difficult than listening, speaking, or reading. Its success, however, is largely in the hands of the teacher, whose most important function in this area is the appropriate sequencing of writing activities and the strict observance of confining writing activities to the linguistic competence of the student. Acceptance by the teacher of student writing at a level below that of an educated native speaker is realistic; one need only think of the writing capabilities of these students in their dominant language to realize that flawless proficiency is not a goal attainable by the majority of students. What is attainable and realistic, however, is written communication with a native speaker of the language. It is toward this goal that writing activities should be aimed.

The writing activities at any level should include representative types from the spectrum of writing activities. No one of the writing activities should be viewed as an end in iteslf, but as a stage in the continuum leading to free expression and composition.

Beginning Level. At the beginning level, emphasis in writing will be on copying or spelling, spot or full dictation, and writing grammatical forms. Guided composition will also be an appropriate activity—moving from the single sentence to the paragraph. These activities might include copying items from a newspaper advertisement, labeling items for a simulated classroom shop, writing items on a shopping list from dictation, answering questions based on a reading dealing with buying a gift for a friend, writing a composition given a series of guiding questions, or buying a money order at the post office.

Intermediate Level. At the intermediate level, writing activities will be very similar to those developed in the beginning level. The scope or sophistication of lexical and syntactical items employed will increase. The student may begin to move toward more free expression based on a specified topic.

Advanced Level. At this level, writing activities may span all of the stages from copying to free composition, but the emphasis will be on guided and free composition. Activities at this level which are representative of earlier stages in the development of the writing skill will generally be of a more complex and sophisticated nature. The following are some suggested behaviors.

The student will be able to:

(1) Fill out a mail-order application for articles of apparel using the unit of measure of the country of the language studied;

(2) Write a guided paragraph on *Le Bureau de Tabac* based on sentence cues provided;

(3) Write a letter to a friend describing a series of recent purchases at several stores;

(4) Write, unaided by cues, a newspaper advertisement for such items as food, clothing, beverages, automobiles, etc.;

(5) Write a letter of complaint or praise to a department store or manufacturer regarding a product he has purchased;
(6) Write a dialogue which takes place in a local boutique using the appropriate formulas of politeness and formality;
(7) Write a description of a visit to the barber or the hair salon;
(8) Write a business letter using an appropriate salutation requesting descriptions of a product and the possibility of obtaining a sample;
(9) Write a composition based on a series of props supplied by the teacher, i.e., food containers, articles of clothing, etc.;
(10) Write captions to a series of cartoons portraying the purchase of a sports car;
(11) Write a composition from the point of view of a salesperson in *Galeries Lafayette*, mentioning what that person sells, the type of people he waits on, his reactions to them, and what he likes and dislikes about his job;
(12) Write the conclusion to a brief story about going shopping for the first time by yourself to buy a school wardrobe;
(13) Write a page in a diary describing the various shops in which the student made the purchases, the articles bought, and impressions of the people met;
(14) Write a composition describing the differences between French and American bakeries and pastry shops, including the role of *le pain* in daily French life;
(15) Write a letter accompanying merchandise returned to a department store;
(16) Write the script of a television or radio commercial in which you extol the virtues of a product.

CONCLUSION

Language learning should not be rote learning—writing a synopsis, parroting dialogue lines, analyzing sentences, or translating from a text or reader; language, as a living phenomenon, must be reflected in classroom activities which implement viable goals and objectives. It is through a rich and varied program, with constant emphasis on showing the student that he has made significant progress in his quest for linguistic ability and proficiency, that the student perceives the true value of gaining proficiency in the language and is motivated to continue his studies. Although as foreign language educators we would like our students to remain in our programs for the longest possible period of time, we must be certain that any student who chooses to terminate his study at an earlier point will look back on his foreign language experience with a sense of fulfillment and enjoyment.

Culture is language and language is culture. Each, therefore, deserves an equal place in the foreign language classroom, because communication, the goal of foreign language programs, can and must be achieved at all levels of instruction. Realistic, interesting, and relevant themes that reflect contemporary life and interests provide us with a viable means of achieving the formidable task with which we have been charged.

Teaching: The Practical Side of the Question

INTRODUCTION

The creative impulse is the professional pulse of the teacher. Through the daily routine, that must always be made to seem freshly appealing or quickened to meet the challenge of new material, the urge to create vibrates in one who is born to teach. No matter what test may be put in his hands or curriculum guide he is requested to follow, he will find a way to adapt it to the goals in which he believes. He will find a way to make the means provided his own. The freedom to express oneself through teaching is a gift enjoyed and appreciated by many. Only a few are denied it; only a few abuse it. None reject it.

Consciously or subconsciously, the goals of a teacher are always with him. They are the result of background, training, experiences, thoughtful analysis, and professional solidarity. Evolving, they reflect the wealth and wisdom of these progenitors. Neglected, they reflect rigidity and stagnation. If creativity and adaptability are not seen animating the teaching process, the process will be doomed and cease to be one. A goal, like a process, implies movement toward some end. A target presupposes direction and determination on the part of the one who takes aim.

TAKING AIM: BASIC CONSIDERATIONS

The foreign language teacher preparing to implement a curriculum, such as the one presented in this 1975 Northeast Conference *Report*, must first examine his own goals. Does he want his students to speak the language as fluently as possible and unhampered by English by the end of the term? Is increasing the student's vocabulary a primary concern? Are all four skills equally important? Must a good foundation in basic grammar be imparted? Is understanding the culture an integral part of understanding the language?

Second, the language teacher must examine his classes. Have the students had enough background training to handle the unit as it is? How should the curriculum be adapted to fit their needs? How can it be expanded to challenge their capabilities? How fast can the class move through the material? With what intensity should the material be presented? Should the interests of the class be probed to determine adaptability?

A third consideration for the teacher is his own commitment. Is he willing to accept the responsibility for the final results, or will he 'pass the buck?' Is he prepared to put forth the effort to shape the curriculum to his own students' needs, or will he allow things to run their course to prove that something cannot work? Is he concerned about the achievement of each one in his class, or does he anticipate a 'normal' amount of failure? Administrators and colleagues can help a teacher set worthwhile goals and determine appropriate procedures, but he alone is accountable for his own attitude.

FIRING THE SHOT: THE INDIVIDUAL TEACHER AND METHODOLOGY

Individual differences deserve to be as respected in the teaching process as they have come to be in the learning process. Teachers have their own personal styles. Although influenced by goals and attitudes, style may be analyzed as a particular approach taken by a unique personality. Hidden talents are revealed when a teacher 'goes into action.' The freedom to express oneself, mentioned earlier, is exhilarating. The opportunity to give of oneself is satisfying. Only when there is no matching excitement or equal satisfaction on the part of students should there be cause for serious concern. There are many ways to teach a lesson. In the best, both student and teacher come away with a sense of pleasure and achievement.

In choosing an approach, a teacher must be true to his own feelings. However, if the approach being used is yielding poor results, perhaps the sensitivity of the teacher to his students needs to be increased. Through professional reading and participation in excellent in-service workshops, many educators are currently learning how this may be accomplished.

Today, an approach need not have an official name to be legitimate. In fact, labeling often has a stultifying effect. Tying a tag on a popular technique allows detractors to hold it up to ridicule and to force it out of style before it has had the time to mature and to be perfected. Examples of such premature outdating can be found in the language laboratory movement, audiolingualism, and individualization. Therefore, many foreign language teachers today prefer to combine the best of many approaches, and this solution has validity. Care must be taken, however, lest variation in approach obscure or nullify the goal that has been chosen.

A master language teacher subscribing to a selective and varied approach plans very carefully. Were he to take the curriculum unit offered in this *Report*, he would begin by thoroughly studying the unit himself; absorbing and analyzing cultural information, vocabulary, and structure; and forming a clear conception of how he intended to present it to his students. The unit as a whole would be examined in terms of the teacher's long-range goals. The basic objectives stated would most certainly come under scrutiny. If the first-level class in question were part of an elementary, secondary, or college program, these objectives would be considered as activities were outlined. The next step would be to divide the thematic unit into a number of different and sequential activities, preceded by behavioral objectives and accompanied by conversational practice and structure drills, and followed by an evaluative exercise, the latter perhaps disguised as a game or contest and involving face-to-face exchange in the target language.

Timing is also an important part of planning. At what point should the unit be introduced?, How much class time will be devoted to it?, At what pace can the new material be presented?, At what point will the class be ready to move on?—all are to be considered in advance; all, of course, are subject to reconsideration. Good timing involves sensitivity and flexibility on the part of the teacher.

Throughout the teaching process, the teacher engages in constant self-evaluation as well as evaluation of the students' progress in learning. The teacher must ask such basic and sometimes painful questions as "*Why* am I using this particular technique?," "How can I adapt this activity for Jill and Mark and Larry?," "Will this material really challenge Susan and Joan?" The following partial analysis of teaching activities, based on classroom observations of foreign language teachers, may be seen as a stimulus to self-evaluation. The emphasis is on the teaching of the four language skills and of culture.

Analysis of Teaching Activities

(I) Teaching for competency in listening.
The teacher...
- (A) allows adequate listening time before calling for a response.
- (B) evaluates listening comprehension constantly and systematically using a variety of techniques according to the level and ability of the class.
  These include:
  - (1) carrying out commands and directions;
  - (2) answering true-false and multiple-choice items of increasing levels of complexity;
  - (3) answering yes/no questions;

(4) answering more complex or open-ended questions which require inferential skills;

(5) taking dictation;

(6) taking notes on or summarizing taped oral material.

(C) applies remedial techniques before the difficulty becomes permanent.

(II) Teaching for competency in speaking.
The teacher...

(A) uses 'live' drill as a transition to taped or recorded practice, particularly on difficult material.

(B) provides models of oral language (taped or live) at all levels.

(C) listens to and evaluates the responses of students constantly and systematically.

(D) decides when, where, and with whom to use remedial techniques; decides which remedial techniques are appropriate and applies them.

(E) decides when an acceptable level of oral fluency, including pronunciation, has been reached, i.e., when practice may stop and usage begin.

(F) keeps a balanced view between concern for fluency and undue attention to pronunciation errors.

(G) provides as many memory stimuli (pictures, realia, verbal cues) as possible, particularly in the early stages of oral development to ensure fluency, naturalness, ease. These cues may gradually be eliminated as fluency increases.

(H) avoids assigning material for oral memorization at home, particularly if the student has not learned the intonation or basic sound patterns involved. Such memorization results in an unnatural, monotone style of delivery.

(I) has students role-play, ask and answer questions, prepare oral summaries, discuss problems in small-group situations.

(J) keeps the practice and usage sessions as relaxed and enjoyable as possible. Encourages total involvement, e.g., use of props, simple costumes, gestures, movement.

(K) formally evaluates five or six students each day rather than has the whole class tested orally on one day in production-line fashion. This spacing of evaluation has the added advantage of review and extra exposure for the slower student.

(L) does not always insist on having students role-play material in front of the total class but uses a variety of small groups within the class.

(M) helps and encourages timid or reticent students to participate more actively in oral work. Sees that they are placed in small groups where they feel secure.

(N) encourages students to speak the foreign language outside the classroom: foreign language lunch table, tutoring, clubs, weekend hikes or camping trips, volunteer work in the community.

(III) Teaching for competency in reading.
The teacher. . .

(A) provides adequate listening and speaking practice before allowing beginning students to see the printed version of foreign language material at the beginning levels.

(B) links the printed symbol with its sound through use of any or all of the following techniques at the beginning levels:

  (1) reads the material or plays the tape several times as the students read silently;
  (2) asks students to read the material aloud, chorally repeating after the tape;
  (3) asks students to read the material aloud chorally or individually without the tape, and assigns parts for naturalness and greater involvement of students.

(C) uses the following approaches to the teaching of reading—language experience for beginning levels, directed reading approaches[4] or SQ3R[5] at intermediate or advanced levels.

(D) tests reading comprehension by any or all of the following techniques:

  (1) answers to yes/no questions; answers to factual questions involving *who, what, where, when;*
  (2) true/false items;
  (3) multiple-choice items;
  (4) questions involving *how* and *why* demanding more complex answers and the use of inferential skills;
  (5) more complex answers which must be read in order that students may formulate appropriate questions;
  (6) recombined dialogues, monologues, narratives, letters, followed by true/false statements, multiple-choice items, or questions to be answered;
  (7) series of sentences listed in scrambled order and which the student must put into some sort of logical order;
  (8) paraphrase identification: the student is given another version of an original sentence and is asked to read the paraphrase and identify the original sentence in the material; a similar technique may be used for character identification as well as the identification of objects or locale;

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[4] Directed Reading Thinking Approach; for a description see Part IV of Russell Stauffer, *Directing Reading Maturity as a Cognitive Process* (New York: Harper and Row, 1969).

[5] A study skills approach to reading which involves the following steps: survey, question, read, recite, review.

(9) completion: the student is given a series of sentences with one element missing. His task is to read the sentence as well as a list of possible completions and infer which terms or expressions might be appropriate.

(E) tests the readability level of all new material for intermediate and advanced students. Recognizes the difference between reading and translating.

(F) provides a variety of reading material at different levels for student selection.

(IV) Teaching for competency in writing.
The teacher...

(A) provides for adequate reading practice at the beginning levels before introducing writing.

(B) uses copying (straight or programmed) as a first step in teaching writing, but with a purpose, e.g., a dictation.

(C) uses a variety of techniques to develop writing skills:

(1) dictations: recombined dictations to test spelling, listening comprehension, writing, and reading;
(2) answers to questions and vice versa;
(3) directed dialogues;
(4) paraphrases;
(5) skeleton sentences which the student must expand into more complicated versions; tense or specific structures (superlatives for instance) may be specified at intermediate and advanced levels;
(6) summaries;
(7) conversion of a dialogue to a narrative;
(8) parallel dialogue which may involve a change in character(s); addition of an extra character; change in ending or beginning; change of direction in the plot; change of time, season, locale; some vocabulary and structures may be specified;
(9) situational dialogues and narratives where guidance is provided by films, filmstrips, film loops, cartoon strips, pictures, skeleton situations described in English or in the foreign language; vocabulary and structures may be specified.

(V) Teaching cultural meaning.
The teacher...

(A) models the culturally appropriate gestures and facial expressions required by utterances and requires their imitation as an integral part of practice.

(B) isolates appropriate points of cultural difference and similarity in patterns of daily living for explanation, discussion, and cross-cultural comparison.

(C) reinforces and expands basic cultural points discussed, depending upon the level and ability of the class, uses films, filmstrips, slides, recordings, mini-dramas, native speakers, pen pals.

(D) encourages the individual or small-group exploration of cultural topics through the use of culture capsules, cultural assimilators, learning stations, learning activity packets, resource centers, independent study.

(VI) Teaching for more creative use of the foreign language. The teacher...

(A) demonstrates how old and new materials can be combined for further development of the four skills.

(B) encourages the student to use the foreign language outside the classroom.

(C) encourages the student to find out more, on his own, about the cultural points raised in class.

(D) shows by attitude and example that language is a lively means of communication rather than a set of abstract rules in a textbook.

Involvement Questions for the Reader

(1) Using this analysis as a model, can you list some activities for the teaching of meaning at the intermediate levels where the vocabulary is more abstract?

(2) What are some effective ways of helping the problem listener? The problem reader?

(3) What further activities have you found effective in developing more creative use of foreign language?

(4) In evaluating your own teaching, what questions do you ask yourself?

HITTING THE TARGET: A VARIETY OF APPROACHES

One of the first things a successful teacher does is to stimulate the interest of his students, and one of the best ways to interest a student is to involve him. A unit on shopping seems ideal for both motivation and participation purposes. Young people love to shop, spend money, follow the fads and fashions, and acquire new things. They also love to act, put on 'shows,' try on clothes, and travel to new places in their imagination. The foreign language teacher might well take advantage of these inclinations by launching the unit with an American classroom fashion show, commented by himself in the target language, building it through a series of mini-skits on shopping, and culminating it with a foreign fashion show, commented again in the target language, but this time by the students.

Each show or skit would constitute a central activity, around which would be grouped culture capsules in either English or the foreign language, vocabulary learning and conversation practice, structure drills and dialogue writing, reading about the topic in books and magazines, and listening to taped dramatizations or commentaries on related subjects.

The language teacher who prefers a more tempered and temperate approach than the one described above might move his class through the unit in a somewhat deliberate way. A review of grammatical structures might be followed by intensive work with the essential vocabulary. As the students' ability to express themselves correctly in the target language grew, culture could be introduced gradually and discussed at length. The culminating activity for such a class might be the creation of its own 'fashion report,' a collection of articles written by the students. It could be inviting a native speaker to the class to discuss fashion and finance; it could even be an excursion to a large city where foreign shops are found, or, in a very ambitious vein, a one- to two-week trip abroad to do some on-site shopping if this coincided with a school vacation, if pocketbooks permitted, and if students were mature enough for such an undertaking.

Still another teacher might find his students too unsophisticated, perhaps too young, for either of the above approaches. He might prefer to begin study of the unit with visuals: magazine pictures, bulletin boards, chalkboard drawings, transparencies, student sketches, etc. Through these visuals the teacher would present as much of the vocabulary and as much of the cultural information as he deemed desirable. Frequent question-and-answer periods could provide oral practice, and dictations could provide comprehension-writing practice for reinforcement of basic structures. Appropriate songs and games might be included daily for the excellent training they offer in various skills, as well as the motivation they inspire.

Finally, there may be a foreign language teacher who finds that moving this first-year class along as a group presents dismal prospects because of a high degree of heterogeneity or some other factor. Although it holds still greater challenges, not the least of which are hard work in class and multiple preparations outside, individualized instruction seems to this teacher to be the best solution, because it also holds the promise of success for all. It will require that each student be helped to define his own goals, that a contract be drawn up for each one, and that a learning activity packet (or a series of LAPs) be constructed for the unit. Students complete the LAPs at their own pace. As some fulfill requirements faster than others, enrichment becomes immediately important. A cultural information library or file might be created for these students. For those who are having difficulty with basics, more practice materials are needed. A student aide, a foreign language assistant, a student teacher, or a community volunteer would be a great benefit to this teacher, because more attention could then be given to individuals.

Different approaches to teaching can most often be stimulated and nourished by group planning and the pooling of resources. The involvement of teachers in other subject-matter areas can sometimes provide a totally new perspective, an interdisciplinary approach. In line with this belief, as well as with the theme of goals clarification, members of the Committee on Teaching worked with teachers on ways of using the unit on shopping to further the objectives of their programs. The persons interviewed were asked to keep in mind "Foreign languages for *what?*" within the broad educational goals of their schools or institutions. The following outlines represent only some of the many suggestions provided. The format in which these approaches is presented illustrates the various clarification and planning stages which are needed for effective and meaningful teaching.

Supplementing or Enriching a Regular Program: An Interdisciplinary Approach. Although their regular textbook material usually dealt with shopping, several of the foreign language teachers who reviewed the curriculum unit on shopping saw possibilities of blending it into their own programs for enrichment. They were interested in the interdisciplinary aspects of the unit as well as the opportunities it afforded for individualization within their classes. Some of the teachers interviewed serve on interdisciplinary teams in middle and junior high schools and were planning to involve their colleagues in mathematics and English language arts to reinforce or extend such concepts in the unit as the metric system and word derivations. Others, because of the more traditional organization of their schools or institutions, were planning to work on these interdisciplinary aspects themselves as part of foreign language classes. The following outline, which describes one approach to the implementation of the curriculum unit on shopping, blends the skills and culture goals of foreign language programs with the general curriculum goals of the school.

General Goals (Total School)

(1) To ensure the student's ability to communicate effectively in various types of situations (school, work, social) by developing his skills in listening, speaking, reading, and writing. *Note:* This general goal includes foreign and second languages.

(2) To develop the student's understanding of basic mathematical concepts.

(3) To develop the student's awareness and appreciation of cultures other than his own.

Selected Content (Curriculum Unit on Shopping)

Once the above goals were clarified in terms of more specific foreign language goals in the four skills and culture, the unit was reviewed for selection of content and implementation. The following items were selected for review, extension, and, in a few cases, initial teaching.

(A) Language

(1) Question, answer, statement forms (positive and negative) involving: (a) location, i.e., where an item can be found, (b) availability of items, (c) cost, (d) size, (e) color, (f) decision as to purchase, (g) verifying amount owed, (h) method of payment.

(2) Numbers 1 - 100.

(3) Names of foreign monetary units (e.g., *franc* and *centime* in French).

(4) Names of basic units of measurement: size, weight, length.

(5) Names of specific items in the following categories: (a) clothing, (b) grocery and food, (c) everyday objects (newspapers, ballpoint pens, etc.).

(6) Names of the following types of stores or places where items can be purchased: (a) supermarket, (b) open-air market, (c) equivalent of variety or 'dime' store, (d) department store, (e) specialized shops (bakery, pharmacy, shoe store, etc.), (f) miscellaneous (newspaper stands, street vendors, etc.).

(B) Concepts: Cultural, Linguistic, Mathematical

(1) Currency exchange and its fluctuations.

(2) Basics of the metric system.

(3) Shopping patterns: super-market and department store vs. specialized shops, the role of the open air market.

(4) Characteristics of salesman-client relationships: levels of politeness.

(5) Shared word derivations and word families across languages (cent-, mill-, -gram, -grade, etc.).

Planning Sheet

Topic:	Shopping in a Foreign Country.
Purpose:	Review, extension, and enrichment of topic, interdisciplinary facets include English language arts and mathematics.
Student Level:	Beginning or elementary foreign language, includes students from grades 6-9.
Time Required:	4-5 class periods of 35-45 minutes each.
Major Types of Teaching/Learning Activities:	Large group, small group (5-7 students with group leader), individual listening centers, learning centers, packets, culture capsules, individual tutoring, individual projects.

Materials: Charts for bulletin board on metric system and on sizes (Mathematics Department); charts on currency exchange (developed and maintained daily by students); samples of foreign currency, checks, credit cards, international department of local bank; 'fake' money from commercial source; pictures of foreign checks, credit cards, etc., 'blown up' by photography or art class; pictures and slides of types of stores, clothing, and food items; realia (cereal boxes, newspapers, etc.); tape: *A Word in Your Ear* (for English Language Arts).

Instructional Objectives (See Goals 1,2,3)	Activities	Evaluation
Students will be able to: (1) understand questions, statements, and responses with regard to location, price, size, color, availability of a variety of clothing, food, and everyday items. (2) ask for specific items of clothing, food, and everyday needs as well as locations, availability, size, etc. (3) do at least two of the following tasks •take dictation on shopping, converting prices, sizes, etc. •prepare a personal shopping list including sizes, colors, probable prices, etc.	*Large Group* •Introduction, explanation, 'live' drilling of all new material. •Reinforcement, summary, and generalization of all key material and concepts. •General question—answer sessions. *Small Group* •Warm-up, review of old material. •Listening practice at centers. •Drill sessions. •Practice and usage sessions (speaking). •Choral reading. •Dictation practice. •Group projects. •Games. *Individual* •Silent reading at resource center.	*Listening* True/false and multiple choice 20 items Criterion: 18 right *Speaking* Question-answer Role-playing (dialogue) Problem situations Criterion: minimum rating of 3 on 5-point scale *Reading* True/false and multiple-choice 20 items Criterion: 18 right *Writing* Question-answer, dictation, shopping list, diary entry, letter, skit, narrative Criterion: general rating of 3 on 5-point scale

•write a short diary entry describing a shopping trip. •prepare a letter, skit, or narrative on the theme of shopping. (4) find and follow foreign currency fluctuations in the daily newspaper; convert U.S. currency to the foreign and vice versa. (5) demonstrate a basic knowledge of the metric system: size, length, weight. (6) Demonstrate an awareness of the differences in types of shopping facilities in the foreign country. (7) demonstrate an awareness of the level of politeness called for in the client-salesman relationship in the foreign culture. (8) be able to trace common word derivations and word families from such roots as *cent-*, *mill-*, etc. (9) demonstrate an awareness that languages are interrelated and often enrich one another.	•Writing practice: packets, worksheets, compositions. •Special remedial or review work with tutors or at listening center. •Quest activities for rapid learners: research at resource center or in school library; developing games, materials and projects: preparing skits, dialogues, monologues; special projects involving foreign languages and other subject-matter areas.	*Cultural Concepts* Factual: Short-answers on currency conversation, sizes, basic metrics, types of stores, customer-salesperson relationships Attitudinal: Situational problems—What would you do if...? Teacher observation of student behavior: •interest •voluntary participation and work Criterion: For factual: on 15-item test, 100% For attitudinal: rating of 'acceptable' Student and teacher evaluation of unit as implemented.

Teacher's Daily Log

Preparatory Stages:

(1) Talk to math teacher about (a) background materials on metric system, (b) charts and posters, (c) available learning stations, (d) names of good math students who are also in my foreign language class.

(2) Talk to English Language Arts teacher about (a) list of roots to be handled in English Langauge Arts for derivation and word family study, (b) suggestions for quest activities for rapid learners, (c) arrange for playing tape *A Word in Your Ear* and discussion.

(3) Ask students in foreign language classes to search foreign language magazines for pictures of foreign checks and credit cards, additional items of clothing, foods.

(4) Ask assigned committees to prepare two displays for the unit: one on shopping with foreign currency, the other on basic metrics.

(5) Talk to group leaders and aides about assignments during unit.

Day 1

(1) With large group, briefly review old material on the topic of shopping. This will serve as a warm-up session.

(2) Expand into the area of foreign currency and rates of exchange. Introduce and drill names of the major monetary units. Use charts, pictures, and samples of money as cues.

(3) Ask the prices of various familiar items (pencil, pen, paper, etc.) in U.S. currency. Have student aides show where rates of exchange can be found in daily newspaper. Convert the price of items from U.S. to foreign currency.

(4) Introduce and drill question-answer forms for price.

(5) From large-group session, have students break into small groups with leaders. Give students a choice of the following groups according to individual needs:

- Review of numbers, colors, items of clothing. Group leader conducts review with pictures and realia.
- Listening practice exercise on question-answer-statement forms: location, price, colors. Put group leader in charge of material and tape recorder at the listening center.
- Speaking practice on asking and answering questions, role-playing: location, price, colors, availability of articles. Begin session but allow group leaders to continue.

(6) Circulate through small groups. Pull out students who are floundering or who know the material already for individual attention.

(7) Recall students into large group for summary, brief drill on gross errors spotted in small-group sessions, answer questions, explain assignment in greater detail.

Basic Assignment: Clip ads from an American newspaper with at least six items of clothing. Caption each item in the foreign language, including the equivalent price in the foreign currency.

Alternate Assignment: Do practice cassette on currency price conversions, question-answer practice on price; do worksheet exercises which go with cassette.

Quest Assignments (additional): (1) Find out what determines rates of exchange. Why are they posted daily? Find the rates of exchange for three other foreign currencies and convert the prices in your ads to them. (2) Try a game of 'Monopoly' using the foreign currency. Suggest some other money games where this could be done. (3) Think up a game based on the foreign currency and using foreign language material that you know other than food, clothing, and everyday objects.

Day 2:

(1) With the large group, review and briefly redrill new material from previous day. This will serve as a warm-up activity.

(2) Ask three students to show their assignment ads and captions to the class. Check captions and currency conversions for accuracy. Collect all ads after asking students to recheck them. Save the best ones for display and reading practice.

(3) From currency and price of clothing, begin a discussion of sizes, foreign and American. Work from bulletin-board display and charts. Ask everyone to find equivalent sizes for themselves for shoes, shirts, blouses.

(4) Introduce and drill question-answer-statement forms on size: What size? Do you have size...? Yes, we.... No, we....

(5) Break into small-group sessions with group leaders. Students have a choice of the following groups according to their individual needs:

- Listening practice on question-answer-statement forms dealing with the availability of items, color, price, size. Put a group leader in charge of the material and the tape recorder at the listening center.
- Speaking practice on asking and answering questions, volunteering statements, role-playing, etc. on the location of items, their availability, color, price, and size. Begin session with group leaders continuing.
- Choral and silent reading (shopping lists, price tags, sample diary entries, sample letters) at two learning centers (basic and advanced). Put group leaders in charge of tape recorders and duplicated material. Choral reading is paced by tape recorder.
- Resource center available for students looking for material for quest activities.

(6) Circulate through small groups. Work individually with students who are having difficulties. Encourage students who seem to know the

material to go to another group, particularly the reading and resource centers.

(7) Recall students into a large group for a summary session, brief drill on errors spotted in small-group sessions, explanation of difficult points, review of the assignment in greater detail.

(8) Check on quest activities. Ask students to give progress reports or to share findings with the total group.

Basic Assignment: Prepare a personal shopping list of at least six items. Include some special notes or reminders to yourself as to particular stores, departments, etc.

Alternate Assignment: Do the practice cassette on sizes, size conversions, question-answer practice on sizes; do the worksheet exercises which go with the cassette.

Quest Assignments: (1) Prepare a shopping list for your family. Include all the necessary information as well as notes to yourself. Total the shopping list to find out how much money you spent in different currencies. (2) Prepare a short script for a fashion show. Be sure to include prices, size ranges, and additional colors. (3) Find or think up a number game on metrics and adapt it to the foreign language. (4) Find out if sizes are really standardized. If so, how are they standardized?

Involvement Questions for the Reader

(1) What steps in planning were followed by this teacher?

(2) Performance objectives have not been stated for days 1 and 2 but are implicit in the activities. What are these performance objectives? Should they be discussed daily with the students? If not, when?

(3) What activities would you plan for the large-group sessions for days 3 and 4?

(4) Suggest the types of small-group and individual activities which will be most needed on days 3 and 4.

(5) Quest activities may be fine for the student who learns easily, but what more can be done in this unit for the student who learns slowly?

(6) Where, when, and how would you begin evaluating the students?

(7) How would you modify this teacher's use of the unit to fit your own situation? To meet the general goals of your school?

A Unit Approach for Review Sessions. The systematic review or re-entry of previously learned material is a perennial concern of foreign language teachers, particularly at level 2 and beyond. The structured, sequential nature of foreign language learning seems to dictate this concern as well as the fallibility of human memory. Each September, teachers are appalled by the amount of foreign language material that their students have forgotten over the summer. Students at the intermediate and advanced levels who are working with more abstract topics in the foreign language often voice concern about forgetting the functional or everyday use of the language.

Organization of review around a theme, such as that used in the basic curriculum unit on shopping, avoids a scattered, 'hit-or-miss' re-entry of structure, vocabulary, and cultural concepts. Review, deliberately organized as a unit or mini-course, affords added opportunities for creativity in the use of the four language skills. Cultural concepts, as well as facets of the language itself, can be expanded and enriched. For the teacher interested in experimentation and innovation, the review unit offers opportunities to try an individualized approach, to explore interdisciplinary avenues, and to focus more closely on reinforcing one or more of the general goals of the school. The following case history grew out of suggestions by teachers of foreign languages in several senior high schools where career education programs are being implemented for the first time. The teachers suggested using the unit for review and as a starting point for career awareness in foreign languages at level 2 and beyond. Although the general teaching approach chosen includes large- and small-group instruction, it was recommended that efforts be made to individualize as much as possible. It was felt that an individualized approach is more consistent with the goals and objectives of review sessions: close analysis of the needs of the individual student, reinforcement and remediation of learned material, expansion and enrichment based on material learned. In line with the goal of expansion in the four language skills and cultural concepts, a career education component was blended into the unit on shopping used for review sessions. The following general goals of the school were clarified in terms of foreign languages.

General Goals of Career Education

(1) To ensure that students are aware of a broad range of career options in relation to specific subject-matter areas (in relation to foreign languages).

(2) To assist students in exploring a range of possible options (which include foreign languages) in line with their now tentative or possible career choices.

Selected Content

(A) For Review

Although the content selected by the teachers interviewed ranged from the entire unit to some of the cultural concepts outlined to blend in with the particular textbook series used, it was agreed that re-entry of the following items was essential and should receive special emphasis.

(1) Question-answer-statement forms dealing with: who, what, where, when, how much.

(2) Verb structures: regular forms in the tenses previously mastered: a maximum of 5-7 irregular verbs in the tenses previously mastered.

(3) Pronouns: demonstrative, direct object, interrogative.

(4) Vocabulary: adjectives, verbs, idiomatic expressions.

(B) For Career Education

The following content in the foreign language was selected in line with the goals outlined for career education.

(1) Names of various types of sales occupations in the foreign lanugage.

(2) Names of selected occupations which are related to sales, e.g., cashier, manager, buyer, dress designer, etc.

(3) Names of selected types of businesses which employ sales personnel, e.g., department stores, various kinds of specialty shops, export-import houses, wholesale business, etc.

(4) Question-answer-statement forms which allow students to describe or explore further various types of sales or related sales occupations.

(5) Basic cultural information dealing with aspects of the world of work in sales in the U.S. and the foreign country. Basic information should be concise and, as far as possible, in the foreign language.

(a) Conditions of work, i.e., the advantages and disadvantages in terms of hours, surroundings, pay, dealing with people, etc.

(b) Types of job opportunities in sales for people who speak one or more foreign languages.

(c) Type and amount of training needed for sales occupations in the U.S. and the foreign country.

(d) Client-customer relationships and employer-employee relationships in the U.S. and the foreign country.

(e) Qualifications and personal traits needed in sales.

(f) Self-evaluation by the student as a preliminary step to considering or rejecting sales as a possible career choice.

Planning Sheet (Career Education Component Only)

Topic:	"Why would a salesperson ever want to study a foreign language?"
Purpose:	Introduction of the above topic as part of a review unit on shopping.
Student Levels:	Levels 2-4; grades 10-12.
Time Required:	Approximately 5-15 minutes from a total of 5-7 class periods of 50 minutes each.
Types of teaching/ learning activities:	Large group, small group (4-6 students), individual: projects only.

Performance Objectives	Activities	Evaluation
Students will be able to: (1) identify and describe the following sales and related occupations in the foreign language: salesperson, cashier, manager, designer, grocer, delicatessen owner, importer, customs officer.	(1) Regular large- and small-group activities for review: listening exercises, question-answer practice, role-playing. Individual: silent reading, writing practice.	(1) Paper-and-pencil tests for listening, reading, writing, as part of total review. Oral production and usage as part of review.
(2) describe how foreign languages could be of use in sales and related occupations.	(2) Small-group discussions, summary report to large group.	(2) Observation by teacher. Oral or written statements by students.
(3) compare and contrast life as a salesperson in the U.S. and the foreign country.	(3) Lecture by teacher or visitor to large group; individual reading and research by students; reports to large groups by students.	(3) True/false and multiple-choice questionnaire. 15 items. Criterion: 12 acceptable.

(4) reach a tentative personal decision with regard to sales work: be able to say in the foreign language whether sales as a career is attractive or not. Note: At more advanced levels, be able to explain *why* it is or is not attractive.	(4) Small-group discussion; individual statement in oral or written form; question-answer in oral or written form.	(4) Teacher observation (attitudinal). Short-answer exercises in oral or written form.

Teacher's Daily Log

Preparatory Stages:

(1) Check (or have the students check) the following for materials on careers in sales and retailing to be used for bulletin-board displays and the classroom resource center: guidance counselor, career exploration laboratory, coordinator of career education in school district, head of retailing program at local community college, local stores and businesses, director of work-study program in school.

(2) Arrange a talk to the class by a store employee in the area who has worked in a Spanish-speaking community in the U.S. as well as in Mexico.

(3) Arrange, through the counselor, for interested students to visit evening classes in retailing at the community college.

(4) Have advanced-level students prepare rough translations of capsule descriptions of sales occupations. Review and correct these as needed. Have foreign language students in business education classes type and duplicate these materials.

(5) Have students in all foreign language classes search the picture and pamphlet files in the library and the guidance office for materials on retailing, sales occupations, and related fields for use in the classroom resource center on career education.

Days 1-4 (5-15 minutes per day):

(1) Review the names of sales and related occupations; add new ones for listening recognition, speaking, reading recognition, and writing.

(2) Role-play simple situations which arise in sales: the undecided customer; the 'foreign' client who needs special help; the grouchy customer with a long list of complaints.

(3) On days 3-4, stress career education vocabulary and structures in warm-up sessions with small groups.

(4) Have small groups choose career education projects as assignments: bulletin-board displays; article for the newspaper on the visit by the store employee and visits by students to retailing classes at the community college; interviews of sales personnel in local stores; interviews of local Volkswagen, Toyota, and Peugeot dealers and salespersons.

(5) Have individual students select quest activities: development of mini-paks or learning activity packets, writing of mini-dramas, research on aspects of the world of sales in the foreign country.

Days 5-7 (10-15 minutes per day):

(1) Visit of local store employee to class to describe personal experiences and to answer questions. Have small groups interview her after class.

(2) Have students who visited retailing classes at the community college report briefly to the entire group.

(3) Have students at lower levels try out materials (word games, crossword puzzles, etc.) prepared by more advanced students. Have the latter revise their materials as needed.

(4) Hold a final summary session on the role of foreign languages in sales and related fields: try to indicate sources of continued help for students who are highly motivated, e.g., the director of the work-study program in the school or community college, the career exploration counselor, etc. Discuss continued training in foreign languages.

Involvement Questions for the Reader

(1) How would you suggest handling the career education part of this unit for the slower student who is already having problems with review of the content on shopping?

(2) Examine the general goals of your school, school system, or institution and suggest other points of focus for units of this type.

(3) What types of quest activities could you suggest for the advanced student who needs little or no review?

(4) If you had just completed this unit in your classes, how would you evaluate your performance as a teacher? What questions would you ask yourself?

(5) What activities and materials have worked particularly well for you in review, both as a teacher and as a student of foreign languages?

Exploratory Programs. Consistent with the philosophy of the middle and senior high school, which is to provide the student with as wide a range of subject-matter experiences as possible before definite choices and commitments to any program are made, many departments of foreign languages throughout the country have recently revived the concept of the exploratory program. The Stratford (Connecticut) Public Schools have this year instituted a program in exploratory language and culture for grade 7. This program, which is required of all students, makes extensive use of the community's rich and varied ethnic resources. Volunteers from the community, representing many different ethnic groups, come into the classroom to introduce their language and culture and to answer questions.

An adaptation of the FLEX program,[6] suggested by teachers of French and Spanish at the middle and junior-high school levels, would include a maximum of three languages and cultural systems. Parallel concepts and content would be introduced through three units using a thematic approach: "Family and Friends," "Let's Eat!," and "Shopping." Thus, key content from the unit on shopping, such as numbers, colors, question-answer structures, shopping customs, etc., would be reinforced in parallel fashion through three languages (French, German, Spanish) and three geographic areas (Quebec, Germany, Mexico). The following are the goals and sample instructional objectives for the exploratory program which determine the selection of content and concepts from the entire unit. Once the content and the concepts have been outlined, activities can be selected or designed to implement the goals and objectives of the exploratory program effectively.

Foreign Language Goals

(1) To help each student reach a personal decision with regard to continued study of foreign languages.

(2) To enable students to understand, say, and read 'survival' material in three foreign languages: French, German, Spanish.

(3) To make students aware of selected cultural concepts relating to the family, the school, and the community in three geographic areas: Quebec, Germany, Mexico.

Sample Instructional Objectives

(1) To ensure that each student is informed about foreign language offerings and programs at the senior high level.

(2) To ensure that each student is aware of the role that foreign languages can play in one's career and avocational interests.

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[6] For a description of the FLEX Program, see "Foreign Language Exploration Program (FLEX)" in F. William D. Love and Lucille J. Honig, *Options and Perspectives: A Sourcebook of Innovative Foreign Language Programs in Action, K-12* (New York: Modern Language Association, 1973), pp. 49-55.

(3) To enable students to understand, say, and read statements, questions, and answers related to location of a store, availability of an item, price of an item.

(4) To enable students to 'read' the following items: street signs, price tags, store signs, labels.

(5) To help students explore some culturally defined roles within the family with regard to shopping, e.g., who shops for what? How much shopping are teenagers allowed to do in Quebec, Germany, and Mexico?

(6) To assist students to compare and contrast the types of shopping needed for school (clothes, textbooks, school supplies) in the U.S. and in the three geographic areas specified.

Involvement Questions for the Reader

(1) What general goals of the school do the three foreign language goals listed above reinforce and extend?

(2) What types of activities could you suggest for instructional objectives (1) and (2)?

(3) How would you obtain background material for instructional objectives (5) and (6)? What type of approach would you use: large group? small group? individual projects?

(4) Instructional objective (4) implies that 'reading' a foreign language includes more than novels, short stories, or plays. Do you agree with this? What does the term 'functional reading' mean to you?

(5) In line with the three goals proposed for this exploratory program, how would you measure or evaluate the outcomes in terms of student choice, language competency, and cultural awareness?

Foreign Language for Travelers. These courses, which stress one foreign language (French, German, Italian, Portuguese, Spanish) are generally nonsequential, although they may be extended to as many as three semesters depending upon student demand. At whatever level they are taught—college, adult education, or secondary—"Foreign Language for Travelers" programs can be highly interdisciplinary in the sense that they may incorporate language, culture, geography, architecture, music, art, gourmet cooking—not to mention travel to the foreign country itself as a culminating activity in the program. Shopping, particularly shopping for gifts and souvenirs, is an integral part of foreign travel. Depending upon the sequence of the program in terms of number of semesters, the curriculum unit on shopping may be used in its entirety or on a more selective basis.

General Goals of 'Foreign Language for Travelers' Programs

(1) To help each student derive maximum enjoyment from travel (either real or vicarious) to a foreign country.

(2) To ensure that students know or are familiar with essential facts and concepts regarding French culture, geography, history, and civilization.

(3) To enable students to understand, say, read, and write 'survival' material in the foreign language related to getting from one place to another, sightseeing, eating out, shopping, meeting people.

Involvement Questions for the Reader

(1) You have requested funds for a 'Foreign Language for Travelers' course next September. The administrative staff of your institution or school feels that there are already enough courses in French, Italian, and Spanish. A few of your colleagues are muttering about a 'watered-down' course and problems with articulation. At the secondary level, parents worry about college entrance. What would you say in answer to all of these objections? How can you justify such a program?

(2) What is meant by the term 'survival' material in the foreign language? Give some samples of this type of material from the curriculum unit on shopping.

(3) What types of instructional objectives would you develop for goal (2)?

(4) Which types of materials would be most useful in a course of this type? What types of activities?

(5) What types of evaluation measures would be most useful to you in measuring student achievement for all three of these goals?

A Problems Approach for Advanced Levels. The curriculum unit on shopping may be expanded and enriched to meet the needs and interests of students at more advanced levels of foreign language study. The problems approach, which usually involves an in-depth study of specific social concerns across two cultures and two languages, is an interesting way to implement this particular unit because it permits a wide range of interdisciplinary activities. To the teachers interviewed for this *Report*, the unit on shopping suggested a social problem which is worldwide and current: inflation and its effects on the consumer. The overlap with social studies, economics, and consumer education is immediately apparent. The impact of this particular problem on society and individuals, as well as the ways in which it may be handled, are excellent topics for research and discussion in cultural comparison and contrast. The roles in history of the producer and the consumer may be traced by students interested in the antecedents or roots of the problem. How vendors and their clients in a particular culture are viewed by its writers and artists may be of particular interest to other students. In a unit of this type, at advanced levels, most of the background research and even searching for materials should be done by the students. A unit of this type lends itself particularly well to a combined independent study-seminar format where students and teacher discuss, share, and evaluate the results of this work. Another possibility is the workshop approach where teams of students work on various projects which can then be shared with the whole group in general discussion sessions. Whatever the format chosen, it should provide maximum opportunities for oral discussion in the foreign language.

The following are the goals, sample instructional objectives, and suggested activities for a problems approach to the unit on shopping.

General Goal

To ensure that the student has acquired skills in planning, implementing, summarizing, and evaluating his own research.

Foreign Language Goals

(1) To maintain and further develop the four skills in the foreign language.
(2) To study the major social problems which currently affect the society and culture of the foreign country.
(3) To explore, in line with the individual student's abilities, needs, and interests, various facets of the culture and civilization of the foreign country: history, art, music, architecture, etc.

Sample Instructional Objectives

(1) To ensure that the student has acquired the structures and specialized vocabulary in the foreign language needed for oral and written discussion of this topic.
(2) To enable the student to comprehend short lectures, discussions, and project reports on the topic in the foreign language.
(3) To enable the student to read and understand newspaper and personal articles on the topic in the foreign language.
(4) To enable the student to define and describe the problem under study in the foreign language.
(5) To enable the student to describe the impact of the problem on society, culture, and individuals in the foreign country.
(6) To enable the student, when challenged, to back up or refute assertions, statements, claims, etc.
(7) To ensure that each student has the basic research skills needed to study in depth those aspects of the problem which are of particular individual concern or interest.

Sample Activities

(1) As a preparatory or preview exercise, ask students to read newspaper articles on the topic and to list the structures and vocabulary which they do not understand. Using the composite list as a basis, plan and implement any or all of the following activities: large-group instruction, small-group drill and practice, individual work at listening and resource centers or with LAPs.

(2) Have students survey current newspapers and periodicals from the foreign country and the U.S. for articles, interviews, and cartoons which help to define the problem of inflation and its impact on society in both countries. Form small working groups to study and discuss the material, and to prepare oral and written descriptions of the problem and its social ramifications. Have each group present its findings to the entire seminar for discussion and consensus. Publish the results as an article in the foreign language newspaper.

(3) Organize a debate or panel discussion in the foreign language on the pros and cons of advertising and its effects on society.

(4) Demonstrate or have a student demonstrate techniques of efficient note-taking in the foreign language. Have students practice in class on material pertinent to the problem. Critique samples using the overhead projector.

Involvement Questions for the Reader

(1) What other general goals of your school or institution do advanced level programs in foreign languages serve to implement?

(2) How would you answer the teacher who says, "Problems and interdisciplinary approaches for the more advanced levels are fine in theory, but I do not have the time to do all that reading in history, economics, art, etc."?

(3) In what ways could the problems approach suggested for this unit enforce and extend the concepts of career education? Suggest some activities for group and independent work.

(4) Can a problems approach be used in studying literature, art, and music? How?

Some Considerations in Preparing Test Questions

In earlier sections, the Committee on Curriculum has presented a sample learning unit based on the theme of shopping in a foreign country, and the Committee on Teaching has described instructional principles and techniques which the teacher can apply in teaching the language behaviors and other aspects of student knowledge and performance which are established as goals for the learning unit.

The one remaining element in the curriculum-teaching-evaluation cycle stressed throughout the *Report* is the measurement of the obtained results—the assessment of the extent to which the students have acquired the competencies or knowledge specified in the curriculum and presented by the teacher, the textbook, and other instructional aids. This evaluation process is carried out not for its own sake but for the very important purpose of providing feedback both to the student—for information, encouragement, and motivation—and to the teacher—for analysis of the teaching results and implementation of needed changes in the curriculum or the teaching process.

It is not possible within the scope of this section to provide a comprehensive guidebook for the preparation of test questions. It is feasible, however, to outline certain basic principles, with examples, which the teacher can apply in preparing and using tests in a classroom situation, with the hope that readers will follow up the brief suggestions made here by attending the measurement workshops at the 1975 Northeast Conference, by consulting available textbooks and other materials on foreign language testing, and by planning and participating in locally-based workshops on measurement topics. It should be emphasized that *informal evaluation* of student performance in the course of the regular classroom sessions, although not discussed in detail here, is an important aspect of the overall evaluation process which can usefully supplement and reinforce the more formally structured testing techniques under consideration below.

BASIC QUESTIONS IN TEST PREPARATION

Effective test preparation and use requires close attention to three basic questions:

(1) What is to be tested?
(2) How is it to be tested?
(3) How are the results to be used?

What is to be tested? refers to the specific student behavior or ability that the teacher wishes to assess, as developed through the goals-clarification process previously discussed. In the foreign language teaching context, a major concern is, of course, the student's *linguistic behavior*—whether he can speak and write selected target language elements or combinations of elements, and whether he can understand specified kinds of utterances or printed materials. Another area of student accomplishment to be examined (assuming, of course, that this is a part of the initially established curriculum goals) is the student's *knowledge of facts* about the culture of the people whose native language is being learned—including not only historical data and 'fine arts' cultural details but also information on the day-to-day activities of native residents of the country and the similarity or lack of similarity of these activities to those of the student's own culture.

Other possible measurement areas, again assuming that they are part of the stated curriculum, include analysis of the student's *opinions and feelings* about the target language culture and the native speakers of the language, and his level of interest and motivation in learning a foreign language. It should be noted that in the last two areas the emphasis is on measuring the student's progress along a continuum of increasing empathy and involvement rather than on obtaining diagnostic information on the attainment or lack of attainment of specified facts or competencies.

How is it to be tested? refers to the actual testing procedures selected. This includes consideration of (1) the particular linguistic modalities (listening, speaking, reading, writing) involved in the test stimuli and in the student's response, (2) the question types used (multiple-choice questions, fill-in-the-blanks, short free response, 'matching,' guided essay, etc.), and (3) the overall test format, including the instructions to the student.

Since these technical features—as manifested in chalkboard quiz and test booklet—are the most highly visible aspects of the testing operation, there is a common tendency to consider test formats and question types the central and controlling factors in the measurement process. To the extent that these and other operational considerations are allowed to pre-empt the fundamental question of test content, the entire process becomes distorted and the likelihood of validly measuring the student's acquisition of the intended course goals is correspondingly reduced. By contrast, if the matter of content—the "What is to be tested?" question—is broached in detail as the first step in test development, the appropriate measurement techniques fall into place almost of their own accord.

How are the results to be used? refers to the specific informational purposes which the testing activity is intended to serve. A major consideration in this regard is whether highly diagnostic information about the student's performance on particular linguistic or factual points is sought or, instead, a more general appraisal of 'global' performance or knowledge. Unless the teacher carefully considers the purposes to which the obtained information is to be put before deciding on question types and formats, there is a serious risk of developing and administering tests which cannot validly provide the kinds of information sought. One example would be the use of true-false questions to check the student's knowledge of particular facts. Since in the true-false format there is a 50 percent chance of answering any given question correctly simply through random guessing, the teacher cannot be confident that a student whose marked answer agrees with the key actually 'knows' the point of information involved. If the question of use and interpretation of results had been addressed before selecting the true-false technique, a technique more appropriate to highly diagnostic testing could have been chosen, e.g., a completion exercise in which the student must actively supply the correct answer from memory.

DIAGNOSTIC VS. GLOBAL TESTING

In the next few pages, a number of possible question types in the broad area of language skills testing is presented and discussed, not primarily as examples of format and technique but as indications of the general processes involved in developing test questions and interpreting the information they provide. Techniques involved in measuring the student's factual knowledge of cultural or other topics and in evaluating affective components of his involvement in language study are described more briefly following the discussion of skills testing.

Within the broad expanse of available procedures for testing foreign language skills, a touchstone question is whether the teacher wishes to use the results for detailed diagnosis of individual learning points, as contrasted with a more general appraisal of language performance. If diagnostic information is desired, the teacher must be careful to avoid certain pitfalls of question format and procedure which can make questionable or completely invalidate the obtained results for diagnostic purposes. A major problem, already referred to, is the chance-success factor inherent in multiple-choice formats. Even in 4- or 5-choice questions there is a 25 percent or 20 percent probability, respectively, of answering any single question by chance, and this seriously reduces the usefulness of the individual test question as a reliable indicator of student achievement of the language aspect presumably tested. For all practical purposes, therefore, attempts at diagnostic testing should be based on question types which require the student to make an active (spoken or written) response rather than to choose among presented options.

A less apparent but nonetheless troublesome problem involves the intermingling of two or more language skills within questions ostensibly testing a single skill. For example, if in a test of listening comprehension the student must write an answer in the target language, a failure to respond properly could be due either to his lack of ability to understand the spoken utterance or to his inability to formulate the answer correctly in writing. In the latter case, a 'parasite' language problem introduced by the testing format itself would make the results invalid as a diagnostic measure of listening comprehension ability per se.

EXAMPLES OF DIAGNOSTICALLY-ORIENTED QUESTIONS

These two major problem areas notwithstanding, it is possible to identify several different types of test questions which are capable of providing diagnostic information about the student's mastery of individual vocabulary items, his use of specified grammatical patterns, etc., all within the context of a given instructional setting such as the model shopping unit. The following examples are based on some of the teaching goals of the unit and can be only broadly suggestive of the many different testing procedures that might be developed for these or other unit objectives. To show that a given testing technique can often be used at different stages of language-learning accomplishment, the examples are intentionally varied as to the instructional level represented.

Skill Area: Listening Comprehension

Testing Purpose: To determine the student's ability to understand spoken cardinal numbers from 101-1000.

Procedure: Various numbers between 101-1000 are spoken aloud by the teacher or on a tape recording. Each number is followed by a short pause, during which the student writes the spoken number in Arabic numerals.
Example:

Spoken Stimulus	Written Response
deux cent quatre-vingt	280
cent soixante-douze	172
neuf cent quatorze	914

Scoring—Interpretation—Discussion: Each question is scored right-wrong, based on the correct writing of the spoken number. Some teachers may be tempted to give partial credit, on the grounds that a student who writes 940 to the *neuf cent quatorze* stimulus should at least be given credit for properly understanding the *neuf cent* portion of the utterance. While there is no technical problem in awarding partial credit in these and analogous situations, the additional scoring time and complexity involved should be kept in mind. If partial credit is indeed an issue, it would probably be better to redesign the test so that the student's comprehension of 'hundreds' could be tested directly, i.e., by making certain of the test questions *neuf cents, quatre cents*, etc.

This is a highly diagnostic question type, since listening comprehension is the only target language skill which the student must exercise in responding to the test questions. If the teacher is concerned about the artificiality of pronouncing isolated numbers, the numbers could be worked into short sentences such as *Dans son bureau, Pierre a rangé deux cent quatre-vingt livres.* (The student would continue to write only the numbers.) When numbers are used in a sentence context, the teacher should be careful to keep the context as simple as possible so that it will not pose a listening problem in its own right.

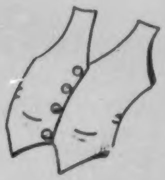
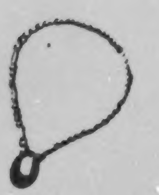
Comprehension of spoken numbers is an important aspect of real-life language use, and the same question type can be expanded to include spoken street numbers in addresses, telephone numbers, etc.

Skill Area: Speaking

Testing Purpose: To determine the student's ability to produce appropriate names for specified articles of clothing.

Procedure: Student looks at line drawings of articles of clothing and says the correct noun equivalent to the examiner (or records it on tape).

Example:

Pictured Stimulus	Spoken Response
	*(le/un) gilet*
	*(le/un) collier*

Scoring—Interpretation—Discussion: Each question is scored on a right-wrong basis. A definite or indefinite article (if given by the student) is not considered in scoring, since the testing emphasis is on production of the noun itself. This is a highly diagnostic question type using a single target language modality. The test corresponds to a real-life situation in which the student would see certain articles in a store and inquire about them.

Note that the student's ability to write (spell) the vocabulary item correctly is not tested. This could be accomplished using the same format but with the instruction to write out the name of the object in each case. This format lends itself to the lexicon of physical objects and readily-picturable actions (running, swimming, sleeping, etc.), provided that the drawings are very clear and unambiguous as to the action represented.

Skill Area: Speaking

Testing Purpose: To determine the student's ability to produce appropriate masculine/feminine, singular/plural forms of common descriptive adjectives.

Procedure: Student sees printed sentences containing an adjective/noun combination, followed by a second noun in parentheses. Student says the sentence aloud, substituting the new noun and making any necessary changes in the form of the adjective.

Example:
Printed Stimulus
Marie vient d'acheter des bas neufs. (une robe)
Spoken Response
Marie vient d'acheter une robe neuve.

Scoring—Interpretation—Discussion: Scoring is right-wrong based on phonemically acceptable pronunciation of the adjective form; other portions of the spoken sentence are ignored.

This question type can be considered diagnostic of the proper spoken forms of descriptive adjectives, provided that the student has no problem understanding the printed sentence. It should be noted that adjective *position* is not tested by this format. One possibility for testing correct positioning would be to present scrambled sentences such as *vient d'acheter/Marie/neuve/une robe.* Note that the correct form of the adjective is provided in this case, because word order is the single aspect receiving diagnostic attention.

Skill Area: Reading

Testing Purpose: To determine the student's ability to understand the meaning of conventional signs and announcements typically found in shopping contexts.

Procedure: Student sees printed signs or announcements and is asked to write the English equivalents.

Example:

Printed Stimulus	Written Response
Défense de fumer.	No smoking. (Or: smoking prohibited, no smoking allowed, smoking forbidden, etc.)
Escalier au fond.	Stairs at the back. (or equivalent response)

Grande vente de chandails!	Big sweater sale! (or equivalent response)

Scoring—Interpretation—Discussion: Right-wrong scoring is used, based on the student's rendering of the basic message. Since slightly differing acceptable responses are possible, a predetermined single-answer key is not possible, and indeed the use of an arbitrary key would violate the overall purpose of the test as a measure of general comprehension rather than the ability to provide a specified English equivalent.

This question type presents real-life reading situations at a useful diagnostic level. The same technique can be used to check the student's comprehension of various conventions involved in personal and business correspondence (*bien à vous, nous vous accusons réception de votre commande du 20 mai*, etc.).

Some teachers may be concerned over the use of English in these and other types of test questions. It is of course desirable to use the target language to the greatest extent practicable in both teaching and testing contexts. However, there are certain situations in which use of the student's native language, either as a stimulus or as a response modality, greatly simplifies the testing process and allows for a higher precision of measurement. For example, if the use of English were not considered a valid technique, testing the student's comprehension of *Défense de fumer* would require relatively complicated or roundabout procedures such as selecting one of a series of pictures (including, for example, a man snuffing out a cigarette) or having the student write out or speak—in the target language—a paraphrase of the original text (for example, *Il n'est pas permis de fumer.).* In the former case, the problem of chance correct response would be present, and, in the latter, the student's inability to formulate an acceptable paraphrase in the target language—even though he knew the meaning of the printed text and could easily explain it in English—would prevent him from demonstrating the *comprehension* which is the point at issue.

If the teacher scrupulously avoids such misapplications of the procedure as requiring single-word target language/native language 'equivalents' or using the native language in situations where an all-target-language procedure is readily and appropriately available, there may be some justification for occasional recourse to the native language where its use would result in greatly improved efficiency or accuracy of testing.

Skill Area: Writing

Testing Purpose: To determine the student's ability to select and to spell correctly the various present tense forms of orthographic changing verbs.

Procedure: Student sees incomplete printed sentences preceded by an infinitive verb form in parentheses and must write in the appropriate present tense form of the verb.

Example:

Printed Stimulus	Written Response
(préférer) Quelle couleur_____-vous?	*préférez*
(s'appeler) Comment_____votre ami?	*s'appelle*
(préférer) Paul_____ce complet-ci.	*préfère*
(acheter) Jeanne et Marie_____des gants.	*achètent*

Scoring—Interpretation—Discussion: Right-wrong scoring is used, based on correctly spelled verb form (including necessary accents). This is a highly diagnostic question type, since all elements of the sentence are provided, including the base form of the desired verb. The student's only task is to identify the correct personal form and to spell it correctly. Note that more than one orthographic changing verb is presented and that the 'regular' forms of the verbs, e.g., *préférez*, are also included to check against the possibility that the student is incorrectly extending the orthographic change to include all personal forms of the verb.

Skill Area: Writing

Testing Purpose: To determine the student's ability to produce appropriate written forms of *de* + the definite article in single-sentence contexts.

Procedure: Student is shown incomplete French sentences and is asked to supply the correct written form of *de* + definite article.

Example:

Printed Stimulus	Written Response
On achète_____savon au super-marché.	*du*
Marie essaie_____gants neufs.	*des*
Pour tricoter il faut_____laine.	*de la*

Scoring—Interpretation—Discussion: These questions are scored on a right-wrong basis and are indicative of the student's ability to produce *de* + definite article combinations in appropriate written situations. The student's ability to produce these combinations in a spontaneous speech situation is not determined.

This question type involves two separate language modalities—a printed target language stimulus which the student must *read* and a *written* response. In using this type of question for close diagnostic purposes, the teacher must be sure that the reading task does not itself pose a vocabulary problem or other difficulty. For example, in the question *On achete* _____ *savon au super-marché*, a student who knew the *de* + article principles thoroughly but who erroneously thought that *savon* was a feminine noun would answer *de la* and be unjustly penalized. Problems of this sort may be avoided by using only vocabulary and sentence contexts which would be highly familiar to all students taking the test.

The preceding example questions are intended to provide diagnostic information about the student's command or lack of command of discrete linguistic elements. In order to serve this diagnostic function in a valid way, they must meet rather strict technical requirements (avoidance of chance success factor, avoidance of 'parasite' linguistic problems, etc.). As a consequence, the teacher is less free to involve more than one language modality in a given question, to present longer and more natural test stimuli, or to elicit complex responses on the student's part.

To the extent that the teacher is willing to forego close diagnostic information in favor of a more general appraisal of the student's performance, the testing possibilities are increased and liberalized, and the testing formats can more closely approximate real-life language use situations.

To the question "Which kind of test—the diagnostic or the more general—is to be preferred?," the only appropriate answer is that each is valid and useful for the particular measurement purpose which it serves. In most basic and intermediate courses, the teacher will probably find both approaches helpful. A series of diagnostically-oriented tests followed at intervals by a more integrative test will allow the teacher and students to zero in on individual language problems as well as to trace more general progress over the course of the year.

EXAMPLES OF GLOBALLY-ORIENTED QUESTIONS

The following examples show some of the possible procedures for more generally-oriented testing. A great number of other question types may be formulated beyond the samples shown below, and teachers are urged to consult textbooks and other materials on language testing for additional possibilities, as well as to try their own hand at developing question formats, using local curricular materials for content.

Skill Area: Listening Comprehension

Testing Purpose: To determine the student's ability to understand salesman-customer conversations typically encountered in a department store setting.

Procedure: Teacher (or tape recorder) gives spoken questions or statements typically made by a department store clerk. During a pause following each question or statement, the student writes a brief answer (in French) to indicate that he has understood the material spoken.

Example:

Spoken Stimulus	Written Response
Est-ce que cette belle chemise vous intéresse? Elle ne coûte que 35 francs.	*C'est trop cher.* (Note: Other answers, including grammatically

	faulty constructions or misspelled words, are acceptable provided they are responsive to the stimulus.)
Maintenant, les souliers. Quelle est votre pointure, s'il vous plaît?	43

Scoring—Interpretation—Discussion: Within this kind of testing format, it is generally difficult and unprofitable to isolate individual elements of the spoken stimulus that are 'crucial' to comprehension, and the highest level of diagnostic accuracy possible is simply to say that the student did or did not understand a particular spoken sentence. Since such observations as "The student understands the meaning of *Maintenant, les souliers. Quelle est votre pointure, s'il vous plaît?*" are not very informative to either the student or teacher, the responses to individual questions would probably not be tabulated or reported. A more suitable procedure would be to determine the student's total score for the entire conversation, which would permit an interpretative statement such as "The student shows comprehension of approximately 'X' percent of a typical department store salesman-client conversation."

For convenience in group testing, multiple-choice answers are generally preferred over spoken responses when the test is one of listening comprehension per se. Spoken responses are of course required when the test is one of active oral production.

Skill Area: Speaking

Testing Purpose: To determine the student's ability to communicate his purchasing needs accurately in a typical salesman-client context.

Procedure: Student is given a printed synopsis (in English) of a purchasing mission he is to accomplish. Such a statement might read: You are looking for a light blue shirt, size 38 in French measure, which does not cost more than 40 francs.

The statement should be simple enough to pose no problem of memory, and the student should be allowed to refer to the statement in the course of the conversation if he wishes to do so.

Example:

Spoken Stimulus (given by teacher in the role of salesperson)	Spoken Response (by student)
Bonjour, monsieur (mademoiselle). Puis-je vous aider?	*Je voudrais une chemise.* (Note: The responses shown are only general indications of the kind of answer expected of the student. Other suitable phrasings are acceptable.)

Très bien. Quelle est votre pointure?	*Trente-huit.*
Nous avons un grand choix dans cette pointure. Comment trouvez-vous cette paire, d'un brun foncé?	*Pas mal, mais je préfère le noir.*
Heureusement, nous en avons aussi. Celle-ci vous ira parfaitement.	*Oui, ça me plaît. C'est combien?*
Voyons. C'est 50 francs.	*C'est dommage. Je ne peux pas dépenser plus de 40 francs...*(etc.)

Scoring—Interpretation—Discussion: In developing a scoring procedure for the more generally-oriented tests of speaking or writing, the basic consideration is to specify a level of detail-in-scoring which is not so general as to lose useful information but at the same time not so fine-grained that the teacher has difficulty in making reliable judgments. For example, most teachers could probably judge the student's total test performance as being 'good,' 'average,' or 'poor' with a fairly high degree of consistency. However, such a broad scale would probably conceal many differences in student performance which the teacher could in fact make note of if a finer scale were used. On the other hand, an attempt to be overly precise in the scoring procedure—for example, to score each conversation on a 1-100 scale—would lead to unreliable and therefore meaningless score differences among students, since one student's score of 76 and another student's score of 73 would be attributable to essentially random whims of scoring rather than to any substantive difference in overall performance.

One useful means of increasing scoring precision while still making relatively easy and 'un-forced' judgments is to partition the scoring task into a number of separate components. In this example, each response could be judged separately on a 3-point (2, 1, 0) scale. Each of the scale points would be given a verbally-defined meaning, such as:

2—Question answered responsively and accurately. No mistakes in vocabulary or grammar.
1—Comprehensible answer, but some flaws of vocabulary or grammar.
0—Answer not comprehensible, not pertinent to question, or no response.

Using this technique, a series of relatively straightforward decisions can be made, with the total score across questions providing a reasonably broad range of possible student scores and a corresponding precision in measurement.

As is true of most tests of active speaking ability (other than tape-recorded tests administered in a language laboratory), this test requires individual student-by-student administration. However, if the teacher prepares a scoring sheet in advance of the administration, it is possible to evaluate each response as the student gives it, so that no additional scoring time is required.

Skill Area: Reading Comprehension

Testing Purpose: To determine the student's ability to read for general comprehension (N.B., not for detailed diagnosis) texts on purchasing or related topics at the level of a popular newspaper or magazine article.

Procedure: Student is given a printed text followed by general comprehension questions in multiple-choice format.

Example:

Stimulus Text

Il est bien évident qu'une des anomalies les plus frappantes réside dans le sous-développement. Ce drame constitue un scandale frappant qui choque les jeunes des pays industrialisés. Or ces jeunes, qui voyagent, visitent un de ces pays dits 'en voie de développement,' prennent contact avec sa population, créent des liens d'amitié. Rentrant chez eux, ils expriment leur solidarité avec ce peuple en portant des vêtements rapportés de là-bas, en particulier à l'heure actuelle, des robes arabes, des burnous, des djellabas, et, plus rarement, des tenues hindoues.

Tous ces éléments inspirent considérablement la mode et, paradoxalement, la plupart de ces tenues d'inspiration folklorique sont maintenant produites par l'industrie du vêtement, car celle-ci se doit de suivre la mode si elle veut vivre.

Printed Questions

Qu'est-ce qui impressionne surtout les jeunes gens quand ils visitent les pays mentionnés?

(A) Les vêtements étranges des habitants
(B) L'amabilité des citoyens
(C) Le mode de la vie
(D) La grande capacité industrielle

Que font les jeunes gens pour montrer leur amitié envers les habitants de ces pays?

(A) Ils aident à développer la capacité industrielle du pays.
(B) Ils portent les mêmes vêtements qu'eux.
(C) Ils leur donnent des robes, des burnous, et d'autres cadeux.
(D) Ils leur racontent des histoires folkloriques.

Maintenant que les jeunes portent les vêtements des pays 'sous-développés,' qui s'est lancé dans la fabrication des habits folkloriques?

(A) Les habitants des pays sous-développés
(B) Des entrepreneurs dans ces pays
(C) Les jeunes gens eux-mêmes
(D) Des grandes compagnies

Scoring—Interpretation—Discussion: Each question is scored on a right-wrong basis, and the student's performance is reported as the total of correct answers. Provided that there is a reasonable number of questions in the total test (about fifteen or more), the chance success factor is not a problem. For example, in a twenty-question test with four (A-D) options per question, only five questions could be answered, on the average, simply through chance. If five of the possible points are mentally discounted as attributable to guessing, the student's performance on the remaining fifteen questions can be considered generally indicative of his overall level of comprehension.

Multiple-choice questions require a good deal of effort in preparation, and the teacher must be alert to a number of technical pitfalls in question writing: (1) writing distractors (incorrect options) which have little or no bearing on the text and can be rejected out of hand by the student; (2) making the correct answer appreciably longer or shorter than the other options, thereby drawing special attention to it; (3) repeating verbatim in the correct answer words or phrases appearing in the text, so that the student can simply pair up the two on a mechanical basis; and (4) testing points of general knowledge which the student could answer correctly without having understood the text. Detailed information on the preparation of multiple-choice questions is available in the textbooks on language testing and, in a more general form, in most basic measurement texts.

Although they are somewhat difficult to prepare, multiple-choice questions have the distinct advantage over free-response questions of being very quickly and automatically scored. This is a definite consideration in such situations as the end-of-year testing of an entire school grade.

When multiple-choice questions are used to pose questions about a text, they should be at a less difficult level of language than the text itself. This helps to minimize the possibility that students who were able to understand the text itself quite well would be unable to answer correctly because of unintended difficulties posed by the vocabulary or structure of the questions.

Skill Area: Writing

Testing Purpose: To determine the student's ability to write a general business letter relating to the purchase of clothing by mail order.

Procedure: Student reads, in English, content specifications for a letter and then writes the required letter in French, using proper salutations and other conventions.

Example:

Written Stimulus (specifications for letter)

You have purchased by mail a raincoat which has just arrived. On opening the package, you find there are a number of problems, so you must write a letter to the company giving the following information:

(1) You ordered a blue raincoat, size 51, on August 14.
(2) Today, September 12, you received in the mail a brown raincoat, size 48.
(3) The raincoat was advertised as all nylon, but a tag (*une étiquette*) on the sleeve indicates that the fabric is half nylon, half rayon.
(4) Because of the problems of size, color, and fabric, you wish to return the raincoat and have your money refunded.
(5) You request information on how the garment should be returned, adding that you feel the company should pay the return postage.
(6) You hope that they will respond to your letter immediately, and close with an appropriate business-letter formula.

Written Response (partial example)

Cher Monsieur:

J'ai commandé un imperméable en le 14 août. La taille était 51.

Aujourd'hui, le 12 septembre, j'ai reçu par le poste un imperméable brun avec la taille 48.

L'imperméable était reclamé comme nylon, mais une étiquette sur la manche ont dit que le tissu est un demi nylon et un demi rayon...

Scoring—Interpretation—Discussion: As is the case with general speaking tests, the scoring of 'free' writing tests should be based on a scale which is detailed enough to provide useful information, yet not so fine-grained as to exceed the teacher's ability to make reliable judgments. Since in a test of writing ability the student's response is permanently available on paper rather than fleetingly spoken, the teacher can probably deal effectively with a slightly more detailed scoring procedure than that proposed for the speaking test (3-point scale, applied separately to each response). A useful expansion of this technique would be to make two separate scoring judgments—one on the adequacy with which the particular point of information has been conveyed and one on the lexical and syntactical accuracy of the student's response. Verbal criteria for each of the two scales might be as follows, with the response to each of the six points of information graded individually on both scales.

Communication of Information

2—Response comprehensible in all particulars.
1—Response generally comprehensible, but all of the necessary elements have not been conveyed.
0—None of the required information is conveyed, or no response.

Linguistic Accuracy

3—Response is linguistically correct in all respects.
2—Slight errors of vocabulary or grammar.
1—Basic grammatical errors or vocabulary deficiencies.
0—Virtually no correct grammar or vocabulary, or no response.

In addition to using these two scales, the teacher might wish to evaluate the overall 'style' of the completed letter. The scale below shows one possibility:

- 10—Highly native quality; letter is quite idiomatic.
- 7—Letter is in acceptable but somewhat unidiomatic French.
- 4—Contains considerable phraseology that would not appear in the writing of any native speaker.
- 0—Response so distorted as to prevent judgment of style, or no response.

A greater number of points is allocated to each category in this scale because it represents a single judgment on the letter as a whole. When added to the accumulated per-point-of-information scores for comprehensibility and language accuracy, the 'style' rating makes up one-third of the total score.

The three scoring scales might be applied to the example student response as follows.

Point of Information: Size and color of requested raincoat and date of ordering.

Communication of Information—2 points. Although there are some language errors (*en le 14 août*) and the response is rather unidiomatic, a native speaker of French would have no difficulty understanding the intended message.

Linguistic Accuracy—2 points. Accurate except for slight error: *en le 14 août.*

Point of Information: Date of receipt of raincoat; its size and color.

Communication of Information—2 points. Student's response is comprehensible with the exception of *par le poste*, which a native speaker not familiar with typical student errors would probably not understand, due to the entirely different semantic implication of 'radio.'

Linguistic Accuracy—2 points. Although *par le poste* may lead to communication problems, the error is relatively minor from a grammatical standpoint (incorrect noun gender). *Avec la taille 48* is also incorrect but of minor gravity by comparison to subject-verb-adjective agreements, verb forms, and other more basic grammatical elements.

Point of Information: Complaint about the raincoat fabric.

Communication of Information—2 points. A native speaker would probably be able to puzzle out the total intent of the sentence even though there are serious problems of grammar and vocabulary.

Linguistic Accuracy—1 point. Difficulties with proper vocabulary and major grammatical errors: subject-verb agreement (*une étiquette... ont dit*), and sequence of tenses *(ont dit que le tissu est).*

Overall Rating of Style—4 points. ("Contains considerable phraseology that would not appear in the writing of any native speaker.")

In using these or any other rating scales which call for relative judgments among various categories of accuracy or acceptability, a number of borderline cases will almost inevitably arise. In these instances, it is probably better to make a somewhat arbitrary decision than to ponder the matter at length and extend the scoring time inordinately. Over a number of separate test sections or whole tests, individual slight discrepancies in scoring may be expected to average out so that a reasonably accurate indication of the student's overall performance level can be obtained.

There is, of course, no fixed rule as to the proper amount of credit for particular aspects of the student's performance on this or any other kind of language test. Generally speaking, the scoring emphasis in the test should reflect the attention and importance which these aspects have been accorded in the classroom.

TESTING FACTUAL KNOWLEDGE AND CULTURAL TOPICS

In addition to setting language skills goals, the unit on shopping specifies a number of items of related *factual knowledge*, including knowledge of cultural topics, that the student is expected to acquire. These include such matters as the differences between U.S. and French measures for clothing; conversion of dollars to francs and vice versa; and information on several types of French shops, stores, and offices, including points of contrast with American counterparts.

In evaluating the student's knowledge of factual information, the teacher should be careful to ensure that the test questions do not pose a language problem either in the stimulus material or the required student response. Since the testing intent is to determine whether the student *knows* something about the French measurement system, the organization of retail stores, etc., it would be unfair to the student and not a valid measure of this knowledge to use test questions which the student might not be able to handle from a linguistic standpoint even though he knew the point of information involved.

Questions posed and answered in English would certainly eliminate this problem, but many teachers may prefer to use the target language exclusively. In the latter case, every effort should be made to use the simplest possible language in the test stimulus and, also very importantly, to devise questions to which the student can respond without having to speak or write complex or lengthy answers in the target language. Multiple-choice techniques are useful in this regard; fill-in-the-blank or short answer formats are even more flexible and, in addition, eliminate the chance response factor.

The following are only a few examples of question formats that might be used in testing the various items of factual information presented in the unit.

Testing Purpose: To determine the student's ability to convert American clothing sizes into the French equivalents, and vice versa.

Procedure: Student fills in a table of comparative sizes for various articles of clothing.

Example:
Printed Stimulus
M. Smith est à Paris et veut acheter des vêtements. Ecrivez la pointure française dans chaque cas.
Written Response

	Aux Etats-Unis	*En France*
La chemise:	15½	39
Les chaussures:	10	44
L'imperméable:	42	54

Scoring—Interpretation—Discussion: Scoring is right-wrong for each size. The student has only to read the simple question and fill in the appropriate numbers, so language skill as such is not at issue. A separate test could be prepared for men's and women's clothing or a combined test could be used, on the grounds that all students would have to be familar with both men's and women's sizes for gift buying or simply for general information.

Speed of response is not easily tested in this format because the student has time to ponder his answer and even to make marginal calculations on the test paper. If the teacher wishes to test the ability to respond rapidly, as in a typical buying situation, one possibility would be to show briefly flash cards containing the printed names (or a picture) of an article of clothing and the American size; the student would write the French equivalent size on a numbered answer sheet. Either of these testing procedures can of course be used 'in reverse' to check the conversion from French sizes to the American system. This would correspond to real-life situations in which the student would read French clothing advertisements or clothing tags and mentally convert the sizes shown to the corresponding American sizes.

Testing Purpose: To check the student's knowledge of the French stores which typically sell certain items of food, household goods, etc.

Procedure: Student is given a printed list of articles and a randomized list of the corresponding stores. In each case, the student must properly pair the article with the store.

Example:

Printed Stimulus	*Written Response*
Où allez-vous pour acheter les articles suivants? Ecrivez le numéro qui convient, comme dans l'exemple.	(Student writes appropriate numbers in right-hand column.)

1. un gâteau
2. un rôti de porc
3. des allumettes
4. un filet de boeuf
5. des timbres
6. des enveloppes
7. un petit pain
8. de l'aspirine
9. des chaussures

( ) à la librairie-papeterie
( ) au bureau de poste
( ) à la cordonnerie
( ) au bureau de tabac
( ) à la charcuterie
( ) à la brasserie
( ) à l'épicerie
( ) à la boulangerie
(1) à la pâtisserie
( ) à la boucherie
( ) à la pharmacie

Scoring—Interpretation—Discussion: One point is awarded for each correct pair. This is a modified multiple-choice technique which does permit correct responses by chance. The probability of a correct response through completely random guessing is lower than in the conventional A-D (or A-E) format but is difficult to calculate because the probabilities change with each successive response. For nondiagnostic purposes, however, this approach would be quite suitable. Note that a few unused 'decoy' answers are included in the right-hand column to further reduce the chance success factor.

An alternative procedure would be to list the items to be purchased and have the student write in (or say aloud) the name of the appropriate store.

Testing Purpose: To determine the student's familiarity with certain material items or operations common in daily French life.

Procedure: A particular French item or concept is given and the student is asked to identify and briefly characterize it in English.

Example:

Printed Stimulus	Written Response
What is a *mandat* and where can you obtain one?	A *mandat* is similar to an American money order and can be bought in a post office [or *bureau de poste*]. (Other factually equivalent responses are acceptable.)
What are *jetons*, what are they used for, and where can you get them?	*Jetons* are tokens which are used to operate public telephones. They may be bought at the post office to operate the telephones there. A different kind of *jeton* may be bought at many *cafés* to use in the telephone at the *café*.

Scoring—Interpretation—Discussion: A fixed number of points is awarded for each specified element in the response. In the first example, there are two scored elements: the identification of *mandat* as similar to the American money order, and identification of the *bureau de poste* as the appropriate purchase location. In the second example, the scoring elements would include: identification of *jetons* as tokens, their use to operate public telephones, and the distinction between those used at the P.etT. and those used in *cafés.*

The native language is used here for both stimulus and response on the grounds that more sophisticated and more highly detailed questions can be posed (and more detailed answers given by the student) than would be the case if the format were restricted to the target language. Although students in upper-level courses might be able to produce an adequate response in the target language, beginning and intermediate students would probably know more about the question topic than they could properly express in the target language at that point in their skills development. To the extent that the measurement intent is to assess the student's *knowledge* of particular aspects of French life, judicious use of the native language should not be ruled out.

The preceding examples are all based on items of information which are clearly factual in the sense that their correctness is a matter of common knowledge and is essentially indisputable. Another category of items often taught as matters of 'fact' in foreign language classrooms involves generalizations about the thought processes, occupational and recreational preferences, and overall life style of the native inhabitants of the target language country. In the unit on shopping, items such as "It is preferable that the *livret* (bank book) show only deposits" and "One chooses each item carefully so that it is *de bon goût* (in good taste) and appropriate to the wearer's needs" would fall into this category. While it is possible to use the same techniques to test this kind of 'fact' as those used with highly concrete points of information, the teacher should not make the mistake of intermingling the two within the teaching or testing situation in such a way as to lead the students to conclude that statements such as "French people are generally frugal and like to maintain an untouched savings account" are conceptually and informationally equivalent to statements such as "*Jetons* are used to operate public telephones in post offices and *cafés.*" To make or to imply such equivalences is to court the inculcation of stereotypes rather than to foster the appreciation of diversity-within-generality as a basic principle of cultural analysis.

The acquisition of cultural information at the level of factual knowledge is a necessary and desirable step in developing the student's cultural awareness and the likelihood of his being able to operate effectively within the target language culture in the event that he later travels or resides abroad. Culturally appropriate student *behavior* is, however, less amenable to effective testing in the classroom situation. In the context of the shopping unit, one possible area of behavioral testing would be to set up a role-playing situation in which pairs of students would act as shopkeepers and clients. Students who, without explicit prior instruction to do so, gave appropriate formal greetings at the beginning and conclusion of the purchasing event could be considered to have acquired this particular cultural habit, at least to the extent of performing it voluntarily in the course of a representative classroom exercise. The testing of culturally appropriate behavior in appreciably more sophisticated or complex situations (for example, weddings, religious services, family visits, sporting events) is, unfortunately, not realistically possible within the usual classroom setting.[7]

MEASURING AFFECTIVE VALUES

The student's *opinions and feelings* about the target language country and its inhabitants, as well as the *interest and motivation* which he brings to the language learning task, may all be included under the general heading of 'affective values.' There is current widespread agreement among classroom language teachers and other members of the profession that attention to these aspects of the student's involvement with language study is an integral part of the teaching/learning context and must receive serious emphasis in curriculum planning and implementation. Within the past fifteen years, a considerable amount of experimental research has identified tangible relationships between the affective orientations with which a student approaches language study and his degree of success in mastering the language skills.

The level of motivation which the student shows toward language study or the degree of empathy with which he views the typical inhabitants of the target language country cannot be measured with the same straightforwardness and precision that is possible in the testing of language skills. One problem is that psychological and attitudinal factors may be expected to fluctuate more widely on a day-to-day or test-to-test basis than would a particular linguistic competence, such as the ability to form the imperfect tense of *-er* verbs correctly. For example, a student who ordinarily would be quite favorably disposed toward France and French culture might indicate that he "hates the French way of life" on a questionnaire administered at an unfortunate time, such as during the school's final examination period. Although peripheral influences on the obtained results can never be ruled out completely, the teacher should endeavor to administer questionnaires dealing with affective topics on dates and under conditions which would minimize resistance, tension, inattentiveness, or other atypical reactions on the students' part.

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[7] For additional detailed discussion of the various definitions of 'culture' and the possibilities for testing cultural topics in the classroom situation, see H. Ned Seelye, "Analysis and Teaching of the Cross-Cultural Context" in *Britannica Review of Foreign Language Education, Volume 1*, ed. Emma M. Birkmaier (Chicago: Encyclopaedia Britannica, 1968), 37-81; H. Ned Seelye, "Performance Objectives for Teaching Cultural Concepts," *Foreign Language Annals* 3(1970), 566-78; Howard L. Nostrand, "Empathy for a Second Culture: Motivations and Techniques" in *ACTFL Review of Foreign Language Education, Volume 5*, ed. Gilbert A. Jarvis (Skokie, Ill.: National Textbook Co., 1974), 263-327; and Chapter 13 in Rebecca M. Valette and Renée S. Disick, *Modern Language Performance Objectives and Individualization* (New York: Harcourt Brace Jovanovich, 1972).

A second problem in affective measurement is the possible lack of candor in the students' responses. For example, consider a situation in which the student is faced with the necessity to mark one of the following statements on a signed questionnaire to be returned to and analyzed by the teacher.

(A) I really like to study French.
(B) Studying French is O.K.
(C) I hate to study French.

Only an extremely candid (or extremely foolhardy) student would dare to mark the third option under these administration conditions, even though it accurately reflected his own inner feelings on the matter. Unless steps are taken to reassure students that their course grades, their relationships with teachers and other school authorities, and other aspects of their instructional involvement will not be affected in any way by the answers which they give, the temptation to 'fake good' can be expected to lead to questionnaire data in which virtually all of the students are 'highly motivated,' 'highly interested in language learning,' 'highly empathetic toward the foreign culture,' and so forth, regardless of the true facts of the case.

The most effective approach to minimizing this problem is to arrange for anonymity of response and, very importantly, to convince the students by this and other means (frank discussion, detailed description of procedures to be followed) that they are indeed in a position to respond freely and without concern over the possible consequences of their answers. Obviously, students should not be asked to sign their papers, and it may also be helpful for the teacher to have some outside person such as the language department chairman, school principal, or guidance counselor administer the questionnaire to reinforce further the students' view of the activity as entirely unrelated to the regular classroom program.

If the responses to an affective measure are in fact obtained anonymously, the results will necessarily have to be interpreted on a whole-class basis. Nonetheless, information on the proportions of students within the class who mark the various possible responses is of considerable value in its own right.[8]

In a few instances (including primarily small-group instruction or special-purpose courses) the teacher may have developed such a close rapport with his or her class that there would appear to be little problem in having the students identify their own responses. However, such a situation would be much more the exception than the rule, and rather than running the risk of having the students give falsely positive answers to various affective questions, it would appear preferable to arrange for anonymous responses and to work from the class profile as a whole in interpreting the results.

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[8] The teacher may be tempted to code the questionnaire materials in such a way that individual students can later be identified. This approach is probably inadvisable on two grounds. First, the subterfuge would probably be detected by many students, with highly negative psychological results; second, dissimulation on the teacher's part, even if unnoticed in a particular instance, would not be in keeping with the open and frank student-teacher relationship which most teachers would wish to encourage throughout the instructional program.

A large number of questionnaire items and sets of items dealing with affective variables in foreign language learning have been developed, experimentally administered, and published in connection with a continuing research program carried out at McGill University by Wallace Lambert and his associates. Portions of these materials have been excerpted or adapted for use in the *Foreign Language Attitude Questionnaire (FLAQ)* available through the Northeast Conference. They are fully reproduced as Appendix A of an integrated review of the Lambert studies entitled *Attitudes and Motivation in Second-Language Learning.*[9]

Teachers are encouraged to consult these sources as a first step in the planning of affective testing procedures for local use. The *FLAQ* contains separate sections for students beginning language study and those who have taken one or more foreign language courses; topics treated in the questionnaire include the student's reasons for studying a foreign language, his feelings toward native speakers of the language, anticipated personal benefits of foreign language study, and his generalized reactions to cultural situations other than his own. The entire questionnaire may be found appropriate, or selected portions might be used, supplemented by locally-developed questions.

A useful technique in preparing questions on affective topics is to cast them in terms of specific student *behaviors* (or envisioned future behaviors) rather than subjective 'feelings' or 'opinions' on the student's part. For example, in measuring the student's general level of motivation, a questionnaire item such as

How interested are you in studying a foreign language?

(A) Extremely interested
(B) Quite interested
(C) Somewhat interested
(D) Not very interested

is subject to diverse interpretations by the students. A preferable approach would be to describe a number of behaviors considered indicative of a high level of motivation and to ask the student to indicate whether each of these behaviors is true of him, for example: "If the school administration announced that it was planning to drop all foreign language courses in the school,

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[9] Robert C. Gardner and Wallace E. Lambert (Rowley, Mass.: Newbury House, 1972.)

I would speak to the principal or take other steps to urge them to reconsider." [Student marks 'yes' or 'no'.]

This same principle of describing actual behaviors or potential behaviors would also apply to questionnaire items dealing with student attitudes toward the culture of the foreign language country and its inhabitants. For example, instead of "I like French people a lot," it would be more suitable to present a series of possible activities or situations indicative of an empathetic orientation, such as: "I would like to have a French person my age living next door."

In addition to evaluating affective variables through the medium of questionnaires, the teacher can obtain useful, although less readily quantifiable, information through observation of the students' classroom behavior and their approach to other aspects of the language program, especially the opportunities for voluntary additional language contacts (listening practice in the language laboratory, attendance at foreign language films and plays, participation in language clubs, etc.). Observational judgments by the teacher can usefully be compared to the more formal questionnaire information; general agreement between the two would provide additional support to the assumption that affective dimensions of the student's language involvement are being measured in a reasonably effective way.

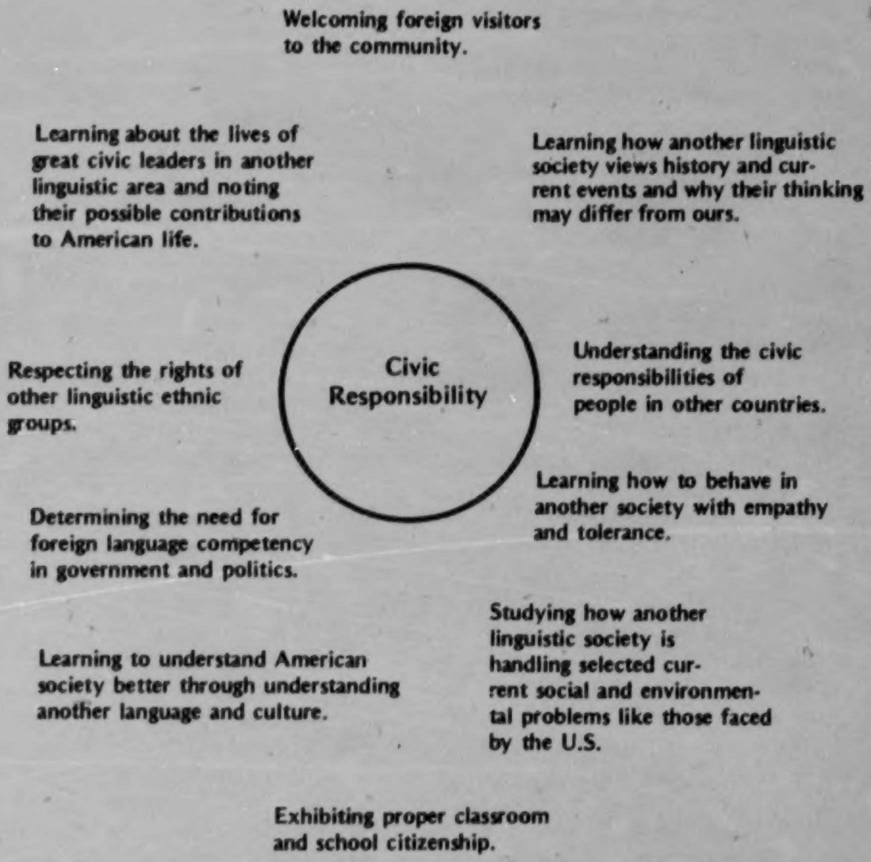
Coda

Whatever the approach used, it must be evaluated on the basis of objectives reached. Whether or not a teacher has achieved his goals often remains a secret, even from him. He has only a sense of having followed the right path, a fleeting sensation of satisfaction as he listens to his students speak or reads what they have written. Yet he must have those goals, and he must perceive them clearly.

Objectives provide more guidelines, fortunately. We can measure a student's progress toward achieving them. What we find out tells us what we should do in the future, if we know how to interpret our own test results. Since there is some danger of misinterpretation, let's find out what the experts say. There are two kinds of experts to consult: (1) the professional who provides us with standardized tests by which we may measure a student's ability in the four skills against a national norm, and (2) the student himself. His evaluation tells us much that is significant.

However, in the final analysis, neither objective test nor subjective evaluation will tell the teacher all he needs to know to guide him, especially in the area of teaching intercultural communication and understanding. For this, he must rely on his best instincts. He must learn to evaluate his own efforts honestly and be certain that he himself 'communicates' and 'understands.'

Appendix A—General Educational Goals and Student Objectives in Foreign Languages



Civic Responsibility

Welcoming foreign visitors to the community.

Learning how another linguistic society views history and current events and why their thinking may differ from ours.

Understanding the civic responsibilities of people in other countries.

Learning how to behave in another society with empathy and tolerance.

Studying how another linguistic society is handling selected current social and environmental problems like those faced by the U.S.

Exhibiting proper classroom and school citizenship.

Learning to understand American society better through understanding another language and culture.

Determining the need for foreign language competency in government and politics.

Respecting the rights of other linguistic ethnic groups.

Learning about the lives of great civic leaders in another linguistic area and noting their possible contributions to American life.

Understanding myself better by learning to understand other people and other cultures.

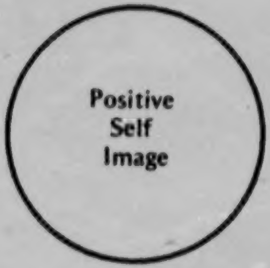
Learning about occupations where a *second language* is useful.

Looking forward to traveling *in* a foreign country.

Understanding more clearly how my own language operates.

Learning how to learn another language.

Expressing my thoughts and feelings in a second language.



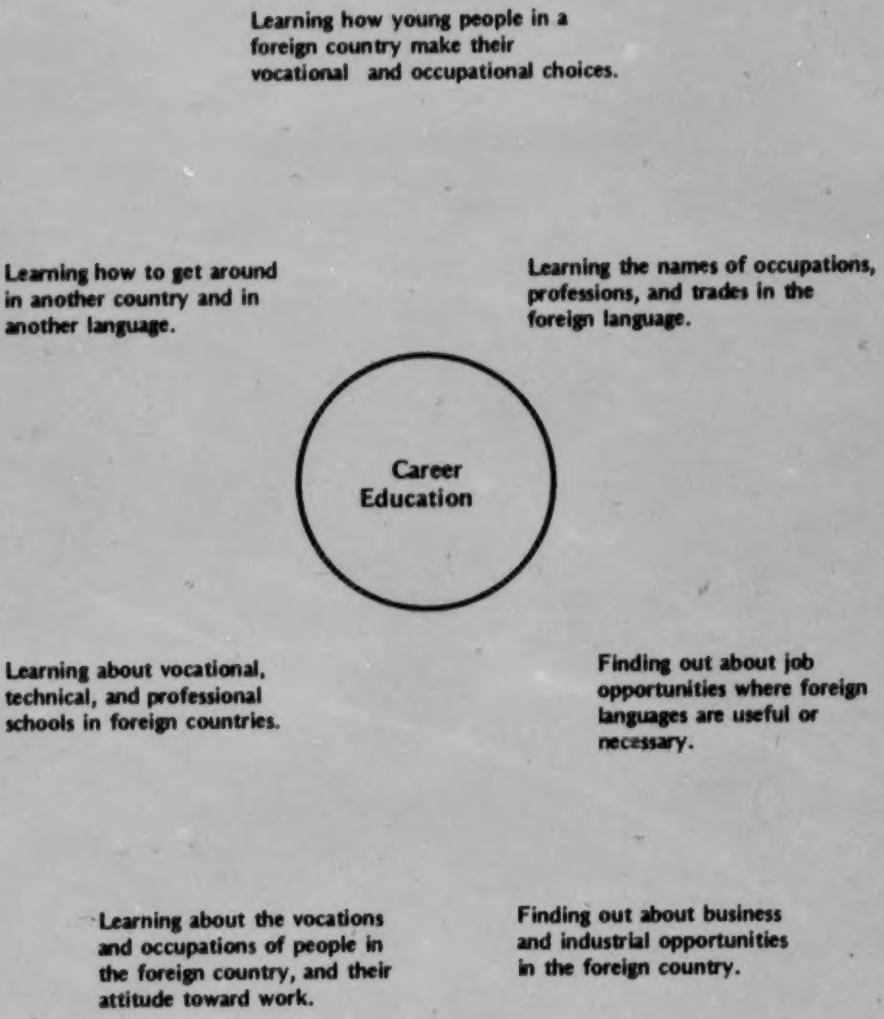
Enjoying foreign language study.

Learning to behave appropriately and sensitively in a second culture.

Learning another subject through a foreign language.

Being able to understand, speak, read, and write a second language.

Being responsible for learning a second language at my own pace.



Learning how young people in a foreign country make their vocational and occupational choices.

Learning how to get around in another country and in another language.

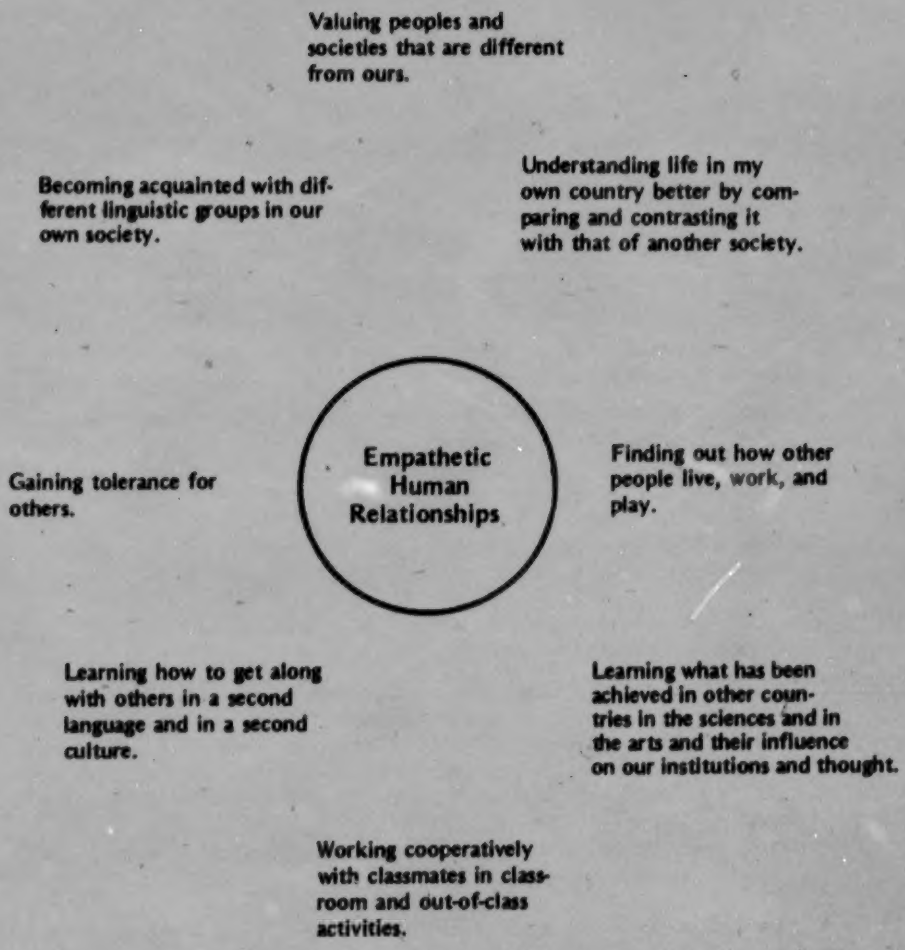
Learning the names of occupations, professions, and trades in the foreign language.

Learning about vocational, technical, and professional schools in foreign countries.

Finding out about job opportunities where foreign languages are useful or necessary.

Learning about the vocations and occupations of people in the foreign country, and their attitude toward work.

Finding out about business and industrial opportunities in the foreign country.



Valuing peoples and societies that are different from ours.

Becoming acquainted with different linguistic groups in our own society.

Understanding life in my own country better by comparing and contrasting it with that of another society.

Gaining tolerance for others.

Empathetic Human Relationships

Finding out how other people live, work, and play.

Learning how to get along with others in a second language and in a second culture.

Learning what has been achieved in other countries in the sciences and in the arts and their influence on our institutions and thought.

Working cooperatively with classmates in classroom and out-of-class activities.

Appendix B—Foreign Languages, Levels I-VI: Goals and Sub-Goals

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The students:

(I) use the four foreign language skills actively and creatively for communication, learning, and personal enrichment;

  (1) understand native speakers of the foreign language in predictable and unexpected situations within the scope of their level;
  (2) speak the foreign language fluently in a variety of predictable and unexpected situations;
  (3) perceive and understand the foreign language in written or printed form;
  (4) write the foreign language correctly and appropriately in a variety of situations, within the scope of the level;

(II) understand basic behavioral and cultural patterns of the language community (speakers of a common language, wherever they may be);

  (1) recognize and describe typical ways of behaving in a variety of situations at different social levels in the foreign culture;
  (2) describe basic patterns of daily living in the foreign culture;
  (3) describe the most characteristic aspects of selected contemporary social institutions in the foreign language community: family, school, church, political and economic structure, etc.;
  (4) develop an understanding of the value system of the foreign language community: attitude toward time, toward work, etc.;

(III) know about major human achievements of the language community in the arts and sciences;

  (1) gain and increase their knowledge and understanding of the foreign civilization and its contributions to the advancement of humankind;
  (2) demonstrate knowledge and understanding of the foreign language community in the arts and humanities;
  (3) demonstrate knowledge and understanding of the major achievements of the foreign language community in the sciences;

(IV) develop appreciation of other languages, cultures, and civilizations as they are manifested abroad and in their own society;

- (1) demonstrate awareness and appreciation of the diversity of languages and cultures in their own community, in American society, and in the world at large;
- (2) seek out opportunities to use the foreign language in the community;
- (3) demonstrate understanding and appreciation of the nature and role of language as a unique human phenomenon;

(V) integrate foreign languages with other disciplines (art, music, drama, history, home economics, etc.) to expand their personal interests, creative talents, and communications skills;

- (1) increase their knowledge of vocational opportunities involving foreign languages;
- (2) increase their knowledge of avocational opportunities;
- (3) seek opportunities to integrate their personal interests and talents with the foreign language.

Appendix C—Culturally-Oriented Situational Theme for the German Class*

UNIT NO. 4: GERMAN LEVEL I

Wir gehen einkaufen

Rationale

It is our conviction that the study of a foreign language provides the most enlightened path toward understanding the various peoples who occupy planet Earth. And what can be more important to the future of man than a closer relationship with "his brother?"

Introduction

These suggestions are designed to explore a more meaningful, effective, and relevant approach to acquiring ability to communicate in German. The focus here is a life situation in which the student is taught to function in the foreign language.

Basic Objectives of This Unit

(1) To familiarize the students with the necessary German vocabulary and expressions to enable them to make a variety of purchases with ease.
  (a) To acquaint students with the various types of stores.
  (b) To enable students to handle monetary transactions.
  (c) To acquaint students with the different systems of designating clothing sizes.
  (d) To equip students with the necessary vocabulary to discuss the differences and similarities in dress and hairstyles appropriate to various social occasions.
(2) To teach and provide practice in the use of such grammatical structures as are needed in consonance with the above objectives.

Methods and Materials

The suggested procedures and enrichment activities outlined here are points of departure for the teacher, who should not consider himself limited by them. They are designed to provide innovative ideas that will spark student creativity. The teacher will build upon and adapt these suggestions according to the needs, interests, and capabilities of his students. All the suggested activities should be associated with appropriate visuals.

The many textbooks that are in use today can serve as a source of materials which can be adapted to reinforce, enhance, and enrich the thematic units according to the interests and ability of the class.

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*A translation of a preliminary, experimental edition of a unit developed by the Bureau of Curriculum Development of the Board of Education of the City of New York through the Bureau of Foreign Languages (Project 3040, October 1974).

The participation of the students in the preparation of materials should be actively encouraged. For example, students may assist by drawing pictures and charts, making models, or bringing in pictures from magazines. It is also suggested that the teacher include simple songs and poems related to the situational themes.

Many of the grammatical structures listed will appear in several units. These should therefore be treated in the warm-up or as the vehicle for the introduction of new vocabulary expressions.

The grammatical structures should be treated WITHIN THE CONTEXT OF THE UNIT.

Time Sequence

This depends upon the ability of the students. We suggest, however, approximately *four* to *six* weeks for each thematic unit when Level I is covered in one year.

If Level I is covered in *two* years, as is the case in the 7th and 8th grades, then *eight* to *ten* weeks should be the appropriate time span. In the intermediate schools, where Level I is covered in *three* years, then *twelve* to *fourteen* weeks should be allocated for this unit.

Culture

Cultural information that is relevant to the situational themes should be presented within each unit. The suggested topics to be treated in this unit are:

(1) The German *Mark* (DM) is divided into 100 *Pfennig*. Although current rates of exchange fluctuate, there are approximately 2.5 *Mark* to the dollar.

(2) Withdrawing money from the *Sparkonto* (savings account) is generally done judiciously. It is preferable that the *Sparbuch* (bank book) show only deposits in the *Sparkasse* (savings bank). *Schecks* (checks), however, are used as well as the *Postscheckkonto* (postal checking account) for paying monthly bills. Credit cards are becoming somewhat popular in German-speaking countries.

(3) At the *Postamt* (post office), *Briefe* (letters) are weighed and *Briefmarken* (stamps) and *Postanweisungen* (money orders) are purchased. Germany has instituted a system similar to our ZIP code called *Postleitzahl*. *Telefongespräche* (telephone calls) are made and received from the *Telefonzelle*, *Telefonhäuschen*, and the *Fernsprechzelle* (telephone booth). *Telegramme* (telegrams) are sent from the post office as well, and everyone owning a *Radio* (radio) or *Fernsehapparat* (TV) pays a monthly *Gebühr* (fee) to the *Post* for their possession.

(4) The Germans, especially in smaller towns, traditionally shop for groceries at several different *Geschäfte* or *Läden* (stores or shops), but the *Supermarkt* (supermarket), and *Selbstbedienung* (self-service) in general, have become very popular.

(5) *Die Spezialitäten* (specialities) of *die Bäckerei* (the bakery), *die Konditorei* (pastry shop), *die Metzgerei* and *der Fleischer* (butcher shop), and *der Gemüseladen* (produce store) will enhance *das Mittagessen* (midday meal). Also, many Germans buy fresh products at the weekly market, *der Wochenmarkt*.

(6) *Zigaretten* (cigarettes) can be bought at the *Tabakwarengeschäft* (tobacco shop) which is licensed by the state. *Streichhölzer* (matches), which in Germany must be paid for, and *Tabak* (tobacco) are government monopolies.

(7) A typical shopping trip may include visits to *der Buchladen* .(bookstore), *die Reinigung* (dry cleaners), and *der Schuster* (the shoemaker).

(8) Representative of the *Kaufhäuser* are *Kaufhof* and *Hertie*, and all have *Zweigstellen*

(branches) outside the larger cities.

(9) In Germany, the floor above the *Parterre* (ground floor) is *der erste Stock;* thus, the third floor in New York is *der zweite Stock* in Frankfurt.

(10) The differences between American sizes and German *Grössen* should be explained.

Grössen

(A) Damen								
(1) Kleider und Mäntel								
	USA	8	10	12	14	16	18	20
	Deutschland	36	38	40	42	44	46	48
(2) Schuhe								
	USA	4	5	6	7	8	9	10
	Deutschland	35	36	37	38	39	40	41
(3) Blusen, Pullover, Unterröcke								
	USA		30	32	34	36	38	40
	Deutschland		38	40	42	44	46	48
(B) Herren								
(1) Mäntel und Anzüge								
	USA		36	38	40	42	44	46
	Deutschland		46	48	50	52	54	56
(2) Schuhe und Pantoffeln								
	USA		8	8½	9½	10	10½	
	Deutschland		41	42	43	44	45	
(3) Hemden								
	USA		14½	15	15½	16	16½	
	Deutschland		37	38	39	40	41	
(4) Hüte								
	USA		7	7⅛	7¼	7⅜	7½	
	Deutschland		57	58	59	60	61	

(11) Politeness and formality characterize the *Kunde/Verkäufer* (customer-salesman) relationship. One may have a friendly chat with the *Besitzer* (owner) of the neighborhood *Laden* (store), but the *Höflichkeitsformen* (expressions of courtesy) are preserved.

Vocabulary and Useful Expressions

die Kleidung (Herrenkleidung, Damenkleidung, Kinderkleidung)
der Anzug
die Jacke
die Krawatte (der Schlips)
die Strickjacke
die Hose
der Pullover
die Weste
der Mantel
das Hemd
der Regenmantel
die Jeans
der Anorak
der Gürtel
das Armband
der Schlafanzug
die Armbanduhr
der Schuh/die Schuhe
das Gold
der Pantoffel (der Hausschuh)
das Silber
der Strumpf/die Strümpfe
die Aktentasche
die Socken
die Brieftasche
der Überschuh
der Geldbeutel
der Gummischuh
das Portemonnaie
der Tennisschuh
die Brille
der Stiefel
die Tasche
die Badehose
der Ärmel
der Bademantel
die Manschetten
das Kleid

der Knopf
das Kostüm
der Reissverschluss
der Rock
der Kragen
die Bluse
das Material (der Stoff)
das Halstuch
das Leinen
die Handtasche
die Wolle
die Sandalen
die Baumwolle
der Kassierer
der Hut
die Seide
die Mütze
das Cord
der Schal
der Samt
der Schirm
der Batist
der Schmuck

der Taft
die Halskette
das Leder
der Ohrring
der Friseur
die Bäckerei
das Geschäft
der Laden
die Abteilung
das Schaufenster
der Preis
der Ausverkauf
das Geld
das Kleingeld
das Wechselgeld
die Mark
der Pfennig
der Scheck
der Verkäufer
die Verkäuferin
der Spiegel
der Stock
das Parterre
der Aufzug

die Rolltreppe
der Eingang
der Ausgang
ziehen
drücken
tragen
anprobieren
anziehen
ausziehen
all, ganz
umziehen
wenig
knöpfen
viel
kaufen
zuviel
nehmen
Es gefällt mir.
zählen
Ich möchte...
ausgeben
einkaufen gehen
verkaufen
Rauchen verboten

suchen
Nicht anfassen
gehen
Ich brauche...
entschliessen (entscheiden)
hassen/nicht mögen
auswählen
anschauen
finden
schön
hübsch
hässlich
flott
flink
teuer
billig
kurz
lang
ander-
neu
alt

Developmental Questions

N.B. In preparing these units around a specific theme, it has been necessary at times to use some structures which would normally be taught at a later time. When you encounter these structures in the Developmental Questions, please note that they are to be taught *in context only* and *only as needed* in the particular situation. They will be thoroughly treated at the appropriate time.

Question	*Grammatical and/or Cultural References*
(1) Welche Farbe hat Pauls Schlips?	(a) Colors—placement; shades—light, dark
	(b) Genitive with proper nouns
	(c) Review of *sein*
	(d) Agreement of *der*-word (*welch*-) with noun
	(e) Nominative case review
(2) Wieviel kostet...?	(a) Use of *wieviel*
	(b) Cardinal numbers 1-1000
	(c) Value of *Mark*—2.5 to $1.00
	(d) Present tense of weak verbs having "t" stem
(3) Was tragen Sie, wenn es regnet?	(a) Present tense of irregular verb *tragen*
	(b) Review weather expressions
	(c) Review articles of clothing
	(d) Use of *was* in questions
	(e) Use of *wenn*
	(f) Use of the accusative case

(4)	Wer schneidet Ihnen die Haare, der Schneider oder der Friseur?	(a)	Use of *wer* in questions
		(b)	Present tense of verb having "d" stem
		(c)	Use of dative for possession
		(d)	Use of definite article with parts of the body and clothing
		(e)	Discuss barbershops/beauty shops in German-speaking areas
		(f)	Use of nominative case
(5)	Welchen Wein haben Sie lieber, roten oder weissen?	(a)	Agreement of *der* word (*welch-*) with noun
		(b)	Use of accusative case
		(c)	Agreement of adjectives and nouns
		(d)	Use of *gern*, *lieber*, to like, to prefer and verb
		(e)	Present tense of verb *haben*
(6)	Hier sind die Schuhe. Haben Sie sie gern? Gefallen sie Ihnen? Mögen Sie sie?	(a)	Review *sein*
		(b)	Use of *gern* with verb—to like
(7)	Tragen Sie eine Brille, um die Zeitung zu lesen? Brauchen Sie eine Brille zum Lesen?	(a)	Review of *tragen* in present tense
		(b)	Use of *um. . .zu* with infinitive
(8)	Wollen Sie nichts aus der Bäckerei, aus der Metzgerei?	(a)	Negatives: *nicht, nichts*
		(b)	*Wollen* in present tense
		(c)	Discuss different shops
(9)	Um vom Parterre in den dritten Stock zu kommen, benutzt man...	(a)	Use of *um. . .zu* with infinitive
		(b)	Prepositional contraction *vom, zum*
		(c)	Discuss concept of *Parterre*
		(d)	Use of impersonal *man*
		(e)	Inverted word order after *um* clause
(10)	Nehmen Sie die Handschuhe aus Leder oder aus Wolle?	(a)	Present tense of verb *nehmen*
		(b)	Plural of noun *Handschuh*
		(c)	Use of preposition *aus* to indicate what material an object contains
(11)	Passt mir diese Grösse gut (besser)?	(a)	Expression *Es passt mir*—It's fine with me.
		(b)	Discuss size differences
		(c)	*Gut, besser*
(12)	Kaufen Sie die Zeitung in der Konditorei?	(a)	Present tense of *kaufen*
		(b)	Discuss *die Konditorei, die Bäckerei*
		(c)	Position of *nicht*
		(d)	Preposition *in* with dative/accusative
		(e)	Use of accusative case
(13)	Was finden Sie im Kaufhaus?	(a)	Use of *was* as an interrogative
		(b)	Present tense of *finden*
		(c)	Discuss concept of the *Kaufhaus*
(14)	Kaufen Sie im Supermarkt ein?	(a)	Separable prefix in present tense of *einkaufen*
		(b)	Discuss adoption of *Supermarkt* in German-speaking countries

(15) Brauchen Sie Kleingeld für das Telefon?	(a) Present tense of *brauchen* (b) Discuss use of telephone in German-speaking countries
(16) Was möchten Sie für die Party kaufen?	(a) Preposition *für* and accusative
(17) Tragen Sie den Regenmantel, wenn die Sonne scheint?	(a) Present tense of *tragen* (b) Accusative case of masculine noun (c) Use of *wenn* (d) Transposed word order (e) Position of *nicht*
(18) Wohin gehen Sie, um...zu kaufen?	(a) Use of *wohin* (where to?) (b) Present tense of *gehen* (c) *Um...zu* with infinitive
(19) Was kaufen Sie im Bücherladen?	(a) Present tense of *kaufen* (b) Vocabulary building: different shops
(20) Wer kauft bei Ihnen ein?	(a) Use of *wer* as question word (b) *Einkaufen*, present tense of separable prefix verb (c) Preposition *bei* with dative (d) Dative object preposition *Ihnen* (e) Discuss shopping customs
(21) Wie viele Mädchen in der Klasse tragen eine Bluse?	(a) Use of *wieviel* in plural (b) Plural of *Bluse* (c) Preposition *in* with dative (d) Vocabulary drill with articles of clothing
(22) Wenn eine Sache. . .Mark kostet, wieviel kosten. . .?	(a) *Wenn* used as "if" (b) Transposed word order after *wenn* (c) Present tense of *kosten* (d) Use of *wieviel* (e) Review of cardinal numbers

Grammatical Structures

Level I has been divided into six culturally-oriented situational units. Included in each unit are those structures which lend themselves to the theme of that unit. Many grammatical structures will therefore reappear in the course of the six units.

The list of structures is not a *sine qua non*. The teacher should be selective in the choice of structures which he develops within this thematic unit, basing his decision on those structures already mastered by his students.

It is suggested that the teacher give classroom directions in German at all times.

(1) Articles—Review of *der, die, das* in all forms
(2) Nouns
  (a) Uses of nominative, dative, accusative, genitive (with proper names
  (b) Review of formation of plurals
(3) Pronouns—Personal in nominative and dative
(4) Adjectives
  (a) Position of adjectives (colors) before noun
  (b) Review of demonstrative adjectives
  (c) Strong adjective endings

- (5) Negative
  - (a) Position of *nicht*
  - (b) The meaning of *nichts*
- (6) Verb Structures
  - (a) Review present tense of regular weak verbs: *kosten, kaufen, brauchen, benutzen, passen, wünschen*
  - (b) Review present tense of strong verbs: *tragen, schneiden, gehen, nehmen, finden*
  - (c) *Sein, haben*
  - (d) Modals: *wollen*
- (7) Prepositions
  - (a) Dative; *aus, bei, von, zu*
  - (b) Accusative: *für*
  - (c) Two-way: *in*
- (8) Numerals
  - (a) Review 1-100 for use in computing money transactions
  - (b) Teach 101-1000
  - (c) Ordinal numbers (in relation to *Stock*) 1st to 20th
- (9) Conjunctions
  - (a) Use of *wenn*
  - (b) Use of *um. . .zu*
- (10) Adverbs—*gern, lieber*
- (11) Word order
  - (a) Normal
  - (b) Transposed
  - (c) Inverted

Reading

It is suggested that the teacher choose, from the texts he is using, appropriate reading selections related to the situational theme. Appropriate readings may include dialogues, short passages, newspaper and magazine articles, or advertisements. Whenever desirable, the teacher should write original dialogues or short passages. In addition, several German fairy tales and legends lend themselves to the theme, e.g., *Der gestiefelte Kater, Die Heinzelmännchen von Köln*, as well as the Wilhelm Busch illustrated tale *Katze und Maus*.

Suggested Procedures

- (1) Introduce and drill clothing vocabulary using various forms of realia.
  - (a) Magazine clippings, preferably from German, Austrian, and Swiss magazines to give clothing authenticity
  - (b) Overhead projector transparencies
  - (c) Bring in actual items of clothing
  - (d) Pictures created by students
  - (e) Sketches on the board
  - (f) Puppets and marionettes
- (2) Ask students to describe what they are wearing, using colors and other adjectives such as *schön, lang, kurz*. Students may enjoy describing what fellow classmates are wearing.
- (3) Collect from magazines (or have students bring in) large, colorful pictures of people. You might use a picture of Santa Claus, a movie star, or a cartoon character. Have students describe the attire of the characters in the picture.
- (4) Have students read variations of a basic 'shopping' dialogue, substituting different colors, clothing articles, sizes, and prices.
- (5) Role-playing: Have students act out various scenes in a German department store. Use props and money. Some possibilities are:
  - (a) Going shopping for a birthday gift
  - (b) Trying to get service in a crowded store during the holiday rush
  - (c) Making up one's mind about which outfit to buy to the dismay of the *Verkäufer/Verkäuferin*
  - (d) Trying too hard to make a sale
  - (e) Window-shopping
  - (f) TV commercial
  - (g) Placing an order by telephone
  - (h) Returning items in a department store

(6) Show and Tell: Students will bring in, show, and describe to the class clothing ads from German-language publications containing familiar words and expressions. Students can then create their own ads in German using familiar vocabulary.

(7) Games

 (a) *Wer trägt. . .?* Have a student describe three items worn by a classmate, without revealing the person chosen. The first student to give the name of the person being described wins the round.

 (b) Money transaction game: The teacher says: *Das Kleid kostet 40 Mark. Ich gebe der Verkäuferin 50 Mark.* Students must compute and give the correct change. Students may be divided into teams for this game. After several demonstrations, students may play the teacher's role.

(8) Bulletin boards

 (a) Have students bring in pictures of interesting or amusing characters, mount their pictures on construction paper, and add the following descriptive information:

Er/sie heisst. . .
Er/sie ist. . .Jahre alt.
Er/sie trägt . . ., . . . und . . . (articles of clothing).

 (b) Design a bulletin board to look like a store window in a German shop. Include prices and other relevant information.

(9) Have students make up a shopping list for a day at a *Kaufhaus.*

(10) Have students write a guided composition using the following questions as suggestions for content.

Was kaufen Sie?
Für wen?
Wieviel möchten Sie ausgeben?
Wohin gehen Sie einkaufen?
Ist das Geschäft gross oder klein?
In welchem Stock kaufen Sie es?
Wieviel kostet es?

As a writing-listening exercise, the teacher would give those questions orally and allow time for the students to write the appropriate statement.

Enrichment

(1) Teach songs related to clothing theme: *Ei, wie so töricht, Lob des Schneiders, Heut soll das grosse Flachsernten sein.*

(2) Discuss with students the cultural implications of the following proverbs and sayings.

Am Gelde sieht man's nicht, womit es verdient ist.
Kleider machen Leute.
Er sät Wolle und will Socken mähen.

(3) Idiomatic expressions: Discuss and use in sentences, contrasting with American versions when applicable.

jemandem den Handschuh hinwerfen
das letzte Hemd hergeben
alles bis aufs Hemd verlieren
unter einen Hut bringen
der Pantoffelheld
unter dem Pantoffel sein/stehen
wo drückt jemanden der Schuh

jemanden in der Hand haben
Das ist ein alter Hut.
Das ist Jacke wie Hose.
Mir ist das Hemd näher als die Hose.
Wem der Schuh passt, der zieht ihn sich an.

(4) Have students plan a seasonal wardrobe.

(5) Audio-visual aids
  (a) The following filmstrip-tape series relating to the shopping theme are available through commercial companies:
    Life in Germany
    Besuchen wir Familie Weber
    We go shopping
  (b) Select commercially-sold films and filmstrips related to this theme.
  (c) Transparencies in color exist for many articles of clothing, places of business, professions.
  (d) Using magazines, have students do their own visuals, labeling them with the vocabulary used in this unit.

Suggestions for Testing

(1) Picture test (requiring oral or written answers).
  (a) *Richtig/Falsch*
  (b) *Was ist das?*
  (c) *Welche Farbe ist...?*
  (d) Multiple choice (visual cue with printed options)

(2) Oral questions requiring oral answers. *Eine Bluse kostet 16 Mark; wieviel kosten drei Blusen?*

(3) Oral questions requiring short written answers. (Ex., *Wer bin ich?*)
  (a) *Ich trage einen Rock.* *Junge* *Mädchen*
  (b) *Ich trage eine Krawatte.* *Junge* *Mädchen*

(4) Oral or written statements to test specific vocabulary and general comprehension.
  (a) *Richtig/Falsch*
  (b) Questions: *Was tragen Sie, wenn es regnet?*
  (c) Multiple choice: *Man trägt. . .auf dem Kopf.*
    (i) *rote Schuhe*
    (ii) *gelbe Handschuhe*
    (iii) *einen Strohhut*
    (iv) *einen Gürtel*
  (d) *Zu wem sprechen Sie?/Wen sprechen Sie?*
  Teacher gives a line of conversation, asking students to indicate to whom it is addressed: *Diese Kleider sind zu teuer. Gehen wir in ein anderes Geschäft!*
    (i) Zum Verkäufer
    (ii) Zur Freudin/zum Freund

(5) The teacher or a student reads a line of a dialogue, and students give appropriate oral or written rejoinders.

(6) Picture stimulus test. Student selects a picture and prepares five oral or written sentences to describe it.

(7) Describe cued response test.

(8) Written tests based on readings, structural items, and vocabulary. These tests should contain a variety of test exercises: completion, multiple choice, matching, questions to be answered in complete sentences, synonyms, antonyms, dictation of complete sentences, or fill-in blanks.

*Appendix D—Culturally-Oriented Situational Theme for the Italian Class**

UNIT NO. 4: ITALIAN LEVEL I

Andiamo a fare delle spese

Rationale

It is our conviction that the study of a foreign language provides the most enlightened path toward understanding the various peoples who occupy planet Earth. And what can be more important to the future of man than a closer relationship with "his brother?"

Introduction

These suggestions are designed to explore a more meaningful, effective, and relevant approach to acquiring ability to communicate in Italian. The focus here is a life situation in which the student is taught to function in the foreign language.

Basic Objectives of This Unit

(1) To familiarize the students with the necessary Italian vocabulary and expressions to enable them to make a variety of purchases with ease.
  (a) To acquaint students with the various types of stores.
  (b) To enable students to handle monetary transactions.
  (c) To acquaint students with the different systems of designating clothing sizes.
  (d) To equip students with the necessary vocabulary to discuss the similarities in dress and hairstyles appropriate to various social occasions.
(2) To teach and provide practice in the use of such grammatical structures as are needed in consonance with the above objectives.

Methods and Materials

The suggested procedures and enrichment activities outlined here are points of departure for the teacher, who should not consider himself limited by them. They are designed to provide innovative ideas that will spark student creativity. The teacher will build upon and adapt these suggestions according to the needs, interests, and capabilities of his students. All the suggested activities should be associated with appropriate visuals.

The many textbooks that are in use today can serve as a source of materials which can be adapted to reinforce, enhance, and enrich the thematic units according to the interests and ability of the class.

*A translation of a preliminary, experimental edition of a unit developed by the Bureau of Curriculum Development of the Board of Education of the City of New York through the Bureau of Foreign Languages (Project 3040, October 1974).

The participation of the students in the preparation of materials should be actively encouraged. For example, students may assist by drawing pictures and charts, making models, or bringing in pictures from magazines. It is also suggested that the teacher include simple songs and poems related to the situational themes.

Many of the grammatical structures listed will appear in several units. These should therefore be treated in the warm-up or as the vehicle for the introduction of new vocabulary expressions.

The grammatical structures should be treated WITHIN THE CONTEXT OF THE UNIT.

Time Sequence

This depends upon the ability of the students. We suggest, however, approximately *four* to *six* weeks for each thematic unit when Level I is covered in one year.

If Level I is covered in *two* years, as is the case in the 7th and 8th grades, then *eight* to *ten* weeks should be the appropriate time span. In the intermediate schools, where Level I is covered in *three* years, then *twelve* to *fourteen* weeks should be allocated for this unit.

Culture

Cultural information that is relevant to the situational themes should be presented within each unit. The suggested topics to be treated in this unit are:

(1) The monetary unit is the *lira*. Paper denominations are issued for 500, 1000, 5000, 10,000, 50,000, 100,000. Coins are of 5, 10, 20, 50, 100, and 500 *lire*.

(2) Foreign notes, travelers checks (*assegni per viaggiatori*), and other negotiable letters of credit are purchased by Italian banks at the current *lira* rate of exchange (approximately 645-655 *lire* to the dollar).

(3) At the *poste e telegrafi* letters are weighed, and *francobolli* (stamps) and *vaglia* (money orders) are bought. Local and long distance telephone calls are made and received from the *cabine-telefoniche* (phone booths). *Gettoni* (tokens) are purchased to make local calls. They cost 50 *lire* and are sold at newsstands, tobacco shops, and 'bars' (coffee shops).

(4) Italians prefer to shop for groceries on a daily basis. They go mainly to the *negozi di generi alimentari* and to the *mercato*. However, in recent years the *supermarcato* has become very popular.

(5) Daily visits are also made to *la panetteria* or *forno* (the bakery), *la pasticceria* (pastry shop), *la salumeria* (pork store), *la macelleria* (butcher shop), and *la latteria* (dairy store) to assure that all will be fresh for *il pranzo*.

(6) Cigarettes can only be bought at the *tabaccheria* (tobacco shop). *Fiammiferi* and *cerini* (matches) must be paid for. Both tobacco and matches are government monopolies.

(7) For the Italian, *il centro* (the center of town) is not just the business district. It is also an area which can provide some pleasant hours of relaxation, a place to go for a walk, do some window shopping, exchange greetings with friends.

(8) English is understood in most shops in large towns and tourist centers. Chain stores such as *La Rinascente*, *Upim*, *Magazzini Standa*, and *Coin* are to be found in almost every town.

(9) In Italy, the floor above *il piano terreno* (the ground floor) is the *primo piano* (the first floor). Thus, the third floor in New York is the *secondo piano* in Italy.

(10) Shops are open in the morning from 8:30/9:00 to 1:00 P.M., in the afternoon from 3:30/4:00 to 7:30/8:00 P.M. with some variation in Northern Italy (Milan, Turin) where the lunch break is shorter and shops close early.

(11) Italian fashions have now established a place for themselves in the world market. The principal fashion centers are Turin (the Paris of Italy), Milan, Florence, and Rome; seasonal shows of model clothes, hats, and furs which are held there have become international in character and attract designers and buyers from all over the world.

(12) Some fashion exhibitions are (a) Rome-Florence—Presentation of the latest fashions in January and July, (b) Turin—Clothing salon and sale in April, (c) Venice—International Center of Arts and Costume.

(13) Top name designers in Italy today are Schubert, Pucci, Valentino, Gattinoni, and Capucci.

(14) Almost every household in Italy has *la lavatrice* (washing machine). The *tintoria* (cleaning and pressing) and the *lavanderia* (laundry) are found in every *quartiere* (neighborhood).

(15) The difference between American sizes and Italian *taglia* and *misura* should be explained.

Le Taglie e le Misure

(A) Donne

(1) Cappotti, soprabiti e vestiti

Gli Stati Uniti	8	10	12	14	16	18	20
L'Italia	38	40	42	44	46	48	50

(2) Calzature

Gli Stati Uniti	5-5½	6-6½	7	7½	8	8½	9
L'Italia	35	36	37	38	38½	39	40

(3) Camicette e maglie

Gli Stati Uniti	30	32	34	36	38	40	42
L'Italia	38	40	42	44	46	48	50

(B) Uomini

(1) Soprabiti, cappotti e vestiti da uomo

Gli Stati Uniti	36	38	40	42	44	46
L'Italia	46	48	50	52	54	56

(2) Calzature

Gli Stati Uniti	8	8½-9	9½-10	10½-11	11½-12	12½
L'Italia	41	42	43	44	45	46

(3) Camicie e maglie

Gli Stati Uniti	14	14½	15	15½	16	16½
L'Italia	36	37	38	39	40	41

(16) Italy's industrial export products consist mainly of textiles, such as cotton threads, wool yarns, wool, silk, hemp, and artificial threads.

(17) The town of Como is famous for its silk industry.

(18) Women on the island of Burano make fine laces by hand.

(19) As a rule, men go to *il barbiere* (the barber) for a haircut, and women go to *il parrucchiere* regularly.

(20) Italians like to dress in the latest fashion (*di moda*) and they are interested in *qualità* and not *quantità*.

Vocabulary and Useful Expressions

l'abbigliamento
il vestito (la veste)
l'abito
il cappotto
il soprabito
l'impermeabile
il costume
i pantaloni
i blue-jeans
il gilè (il panciotto)
la camicia
la maglia
la giacca
la gonna
la camicetta
la cintura
il bottone
la manica
il colletto
la tasca
la camicia da notte
il pigiama
il costume da bagno
il fazzoletto
l'ombrello
il bastone
il tessuto
la lana
il cotone
la seta
il cuoio
la pelle

il guanto
un paio di guanti
gli occhiali
la scarpa (da tennis)
la galosce
la calzatura
il sandalo
la pantofola
lo stivale
la calza
la borsetta
la borsa
il portafoglio
il cappello
il berretto
la sciarpa
lo sciallo
il gioiello
l'anello
l'orecchino
la collana
il braccialetto
l'orologio da polso
l'oro
l'argento
il barbiere
il parrucchiere
la banca
la bottega
il negozio
i grandi magazzini

il banco
la vetrina
il prezzo
il saldo
la cassa
il denaro
la moneta
la lira
l'assegno
il vaglia
il commesso
la commessa
il piano
il piano terra
l'ascensore
la scala (mobile)
giù in città
al centro
l'entrata
l'uscita
spingere
tirare
portare (indossare)
provare
mettere
abbottonare
togliersi
comprare
pagare
spendere
costare
vendere

cercare
trovare
decidere
detestare
scegliere
guardare
bello(a)
brutto(a)
è di moda
elegante
caro(a)
a buon mercato
corto(a)
lungo(a)
altro(a)
nuovo(a)
vecchio(a)
tutto
poco
molto
troppo
mi piace
mi piacciono
desidera
vorrei
mi mostri. . .!
avere bisogno di
fare la spesa
in che posso servirla
è proibito fumare
è proibito toccare la merce
fare delle spese

Developmental Questions

N.B. In preparing these units around a specific theme, it has been necessary at times to use some structures which would normally be taught at a later time. When you encounter these structures in the Developmental Questions, please note that they are to be taught *in context only* and *only as needed* in the particular situation. They will be thoroughly treated at the appropriate time.

Question	*Grammatical and/or Cultural References*
(1) Di che colore è la giacca di Carlo?	(a) Review adjectives of color—placement and agreement (b) Plural of *bianco* (c) Review *essere* (d) Review use of *di* to show possession (e) Begin articles of clothing

(2) Le piace la scarpa? Le piacciono le tasche?	(a) Use of *Le piace, Le piacciono* (b) Articles of clothing (c) Review plural of nouns in *o, a,* and *e* (d) Plural of nouns in *co, ca*
(3) Che cosa porta Lei quando piove? Che cosa porta Lei in estate?	(a) *Che cosa, quando* (b) Review weather (c) Review seasons
(4) Ecco una cravatta elegante. La vuole?	(a) Adjectives—position and agreement (b) Object pronouns *lo, la, l', li, le* (c) Review *are* verbs
(5) Di che è il cappello? Cerca i guanti di lana o di cuoio?	(a) *Di che* (b) Fabrics, materials (c) Orthographic changing verb *cercare* (d) Mention textiles exported by Italy
(6) Quanto costa. . .? Qual' è il prezzo?	(a) Review numbers 1-100 (b) Present numbers 100-1000 (c) Omission of article with *cento, mille* (d) Orthographic changing verb *pagare*
(7) Che cosa vuole dal macellaio?	(a) *Volere* (recognition only) (b) Discuss different types of shops
(8) Quali città sono centri di moda?	(a) *Quale—quali* (b) Mention cities known as fashion centers and exhibitions held there (c) Fashion designers
(9) Che cosa trova Lei nei grandi magazzini?	(a) Vocabulary review of names of shops, articles of clothing (b) Mention the names of the department stores in Italy
(10) Per piacere, mi dia (mi mostri) un anello? Ecco l'anello.	(a) Vocabulary on jewelry (b) *Oro, argento* (c) Review parts of the body (d) Irregular plurals: *il dito—le dita, il braccio—le braccia, la mano—le mani*
(11) Come Le va questo cappotto?	(a) *Mi va. . .* (b) *Bene, male* (c) *Largo(a), larghi(e)* (d) Present other adjectives
(12) Qual'è la Sua misura (taglia)?	(a) Review numbers 1-100 (b) Sizes in Italy (c) Use of possessives
(13) Che cosa vende il panettiere?	(a) Practice use of *che cosa* (b) Vocabulary building—names of shops and professions (c) Review *ere* verbs
(14) Dove va per comprare le sigarette? Vado alla tabaccheria! Compro il latte. Dove sono io?	(a) *Dove* (b) Irregular verb—*andare a* (c) Contractions of *a* and the definite articles

	(d)	Mention government monopoly on tobacco and matches
(15) Chi fa la spesa nella Sua famiglia?	(a)	Irregular verb—*fare*
	(b)	*Chi*
	(c)	Review family members
(16) Quando va al mercato Lei? A che ora apre il supermarcato?	(a)	Review *andare a*
	(b)	Review days of the week
	(c)	Mention the time that shops are open
	(d)	Review *ire(o)* verbs
(17) Che cosa desidera comprare per le feste? Che regalo gradisce Lei?	(a)	Vocabulary building
	(b)	*Desiderare* and the infinitive
	(c)	Review *ire(isco)* verbs
(18) Quale vino preferisce, il bianco o il rosso?	(a)	*Preferire*
	(b)	Review *quale*
	(c)	Review adjectives of color
(19) Di che ha bisogno Lei quando piove?	(a)	*Aver bisogno di*
	(b)	Review weather
(20) Ha bisogno di un gettone per il telefono?	(a)	Use of *gettone*—cost, where it is purchased
(21) Per andare al. . .piano, prendo. . .	(a)	Ordinal numbers 1-20
	(b)	*Ascensore, la scala (mobile)*
(22) Quante giacche ci sono nella classe?	(a)	Uses of *quanto*
	(b)	*C'è, ci sono*
(23) È a buon mercato questo?	(a)	*A buon mercato*
	(b)	*Caro*—review position and agreement of adjectives
	(c)	*Non. . .mai*
	(d)	Demonstrative pronouns—*questo, quello*
(24) Se...costa(no)...lire, quanto costano...?	(a)	Review cardinal numbers
	(b)	Review uses of *quanto*

Grammatical Structures

Level I has been divided into six culturally-oriented situational units. Included in each unit are those structures which lend themselves to the theme of that unit. Many grammatical structures will therefore reappear in the course of the six units.

The list of structures is not a *sine qua non*. The teacher should be selective in the choice of structures which he develops within this thematic unit, basing his decision on those structures already mastered by his students.

It is suggested that the teacher give classroom directions in Italian at all times.

(1) Articles
  (a) Review of *di* to show possession
  (b) Review contraction of *a* and the definite articles
  (c) Omission with *cento* and *mille*
(2) Nouns
  (a) Review formation of regular plurals
  (b) Formation of plurals of nouns ending in *co, go*. (For example: *il banco, il tabacco)*
  (c) Formation of irregular plurals. (Examples: *la mano—le mani, il braccio—le braccia, il paio—le paia, il dito—le dita*, or as they occur)

(3) Pronouns
  (a) Review of *che cosa, chi, che*
  (b) Demonstratives *questo, quello*
  (c) Direct object: *lo, la, l', li, le*
  (d) *Quale*
(4) Adjectives
  (a) Position of adjectives (colors) after the noun
  (b) Review of agreement of adjectives ending in *o* and *e*
  (c) Plurals of adjectives ending in *co* and *go (bianco, poco)*
  (d) Review of possesaive adjectives
(5) Negative
  (a) Review *non*
  (b) *Non...mai*
(6) Verb Structures
  (a) Review present tense of three regular conjugations: affirmative, negative, interrogative
  (b) Orthographic changing verbs: *pagare, cercare, toccare*
  (c) *Fare la spesa, andare, fare delle spese*
  (d) *Volere* (recognition only)
(7) Numerals
  (a) Review 1-100 for use in computing money transactions
  (b) Present 100-1000
  (c) Ordinal numbers (in relation to *piano*) 1st to 20th

Reading

It is suggested that the teacher choose, from the texts he is using, appropriate selections related to the situational theme. Appropriate readings may include dialogues, short passages, recipes, menus, newspaper and magazine articles, or advertisements. Whenever desirable, the teacher should write original dialogues or short passages.

Suggested Procedures

(1) Introduce and drill clothing vocabulary using various forms of realia.
  (a) Magazine clippings, preferably from Italian fashion magazines to give the "Italian touch"
  (b) Overhead projector transparencies
  (c) Bring in actual items of clothing
  (d) Sketches on the board
  (e) Puppets and marionettes
(2) Ask students to describe what they are wearing, using colors and other adjectives such as *bello, lungo, corto*. Students may enjoy describing what fellow classmates are wearing.
(3) Collect from magazines (or have students bring in) large, colorful pictures of people. You might use a picture of Santa Claus, a movie star, or a cartoon character. Have students describe the attire of the characters in the picture.
(4) Have students read variations of a basic 'shopping' dialogue, substituting different colors, clothing articles, sizes, and prices.
(5) Role-playing: Have students act out various scenes in an Italian department store. Use props and money. Some possibilities are:
  (a) Going shopping for a birthday gift
  (b) Trying to get service in a crowded store during the holiday rush
  (c) Making up one's mind about which outfit to buy to the dismay of the *commesso/commesse*
  (d) Trying too hard to make a sale
  (e) Window-shopping
  (f) TV commercial
  (g) Placing an order by telephone
  (h) Returning items in a department store
(6) Show and Tell: Students will bring in, show, and describe to the class clothing ads

from Italian publications containing familiar words and expressions. Students can then create their own ads in Italian using familiar vocabulary.

(7) Games

(a) *Chi porta...?* Have a student describe three items worn by a classmate, without revealing the person chosen. The first student to give the name of the person being described wins the round.

(b) Money transaction game: The teacher says: *Il vestito costa 15 mila lire. Io do 20 mila lire al commesso.* Students have to compute and give the correct change. Students may be divided into teams for this game. After several demonstrations, students may play the teacher's role.

(8) Bulletin boards

(a) Have students bring in pictures of interesting or amusing characters, mount their pictures on construction paper, and add the following descriptive information:

Si chiama. . .
Ha. . .anni.
Porta . . ., *. . . e* . . . (articles of clothing with descriptives).

Encourage students to use their imagination. They might want to design them as 'Wanted' (*Ricercato dalla polizia*) posters, with a reward for the capture of the character described.

(b) Design a bulletin board to look like the *vetrina* of an Italian department store or boutique. Include prices and other relevant information.

(9) Have students make up a shopping list for a day at *i grandi magazzini.*

(10) Have students write a guided composition using the following questions as suggestions for content:

Che cosa va a comprare?
Per chi è?
Quanto denaro vuole spendere?
Dove va Lei a comprare. . .?
A che piano si trova. . .?
Quanto costa. . .?

As a listening-writing exercise, the teacher would give these questions orally and allow time for the students to write the appropriate statement.

Enrichment

(1) Teach songs related to the clothing theme: *Cappuccetto d'oro* from *Lo Zecchino D'oro, O Sole Mio*

(2) Discuss with students the cultural implications of the following proverbs and sayings.

L'abito non fa il monaco.
Nascere con la camicia addosso
Nuotare nell'oro
Stare ancora attaccato alla gonna della madre
Non è tutt'oro quel che riluce
Mettersi nei panni di (qualcuno)

(3) Anecdotes: *Per ridere*

(a) *La maestra: Qual è l'insetto che fatica e suda perchè la tua mamma possa portare le calze di seta?*
L'alunno: Il mio babbo.

(b) *Ho paura che la mia pelliccia si sciupi sotto la pioggia.*
Sciocchezze! Non è coniglio?
Sì. Ebbene?
Non ho mai veduto dei conigli con l'ombrello.

(c) *Gigi cerca il suo berretto.*
Dove mai l'avrà ficcato?
Nei cantucci, sotto il letto, va a frugar, tutto affannato, Cerca,

sbuffa, smania, e pesta. . .
Poi s'accorge che l'ha in testa!

(d) *La persona ed i vestiti tener lindi*
e ben puliti: sono cose utili e
buone a ogni sorte di persona.

(4) Activities
  (a) Have students plan a seasonal wardrobe.
  (b) Students plan a wardrobe for going on a trip.
  (c) List the fashions students are wearing to school this year.
  (d) A scrapbook of clothing worn by people in different professions or by sports players.
  (e) *Borsa per la spesa*—each day students guess what is inside.
(5) Audio-visual aids
  (a) *Italian Folk Costume*—filmstrips available through the Istituto Italiano di Cultura.
  (b) Select commercially sold films and filmstrips related to this theme.

Suggestions for Testing

(1) Picture test (requiring oral or written answers)
  (a) *Vero/Falso*
  (b) *Che cos'è questo?*
  (c) *Di che colore. . .?*
  (d) Multiple choice (visual cue with printed options)
(2) Oral questions requiring oral answers.
  Una camicetta costa 8 mila lire; quanto costano tre camicette?
(3) Oral questions requiring short written answers. For example:
  Chi sono io? (a) *Porto una gonna.* *ragazzo* *ragazza*
  (b) *Porto una cravatta di seta.* *ragazzo* *ragazza*
(4) Oral or written statements to test specific vocabulary and general comprehension.
  (a) *Vero/Falso*
  (b) Questions: *Che cosa porta Lei quando piove?*
  (c) Multiple Choice: . . .*si porta in testa.*
    (i) *una scarpa rossa*
    (ii) *un paio di guanti*
    (iii) *un cappello di paglia*
    (iv) *gli stivali*
  (d) *A chi parla Lei?*
  Teacher gives a line of conversation, asking students to indicate to whom it is addressed. For example: *I vestiti sono troppo cari. Non entriamo in questo negozio!*
    (i) *al commesso*
    (ii) *ad un(') amico(a)*
(5) The teacher or a student reads a line of dialogue, and students give appropriate oral or written rejoinders.
(6) Picture stimulus test. Student selects a picture and prepares five oral or written sentences to describe it.
(7) Describe cued response test.
(8) Sentence expansion (oral or written) by addition of adjective to test adjective placement and agreement.
  Ecco un cappotto. (nuovo) Ecco un cappotto nuovo.
(9) Written tests based on readings, structural items, and vocabulary. These tests should contain a variety of test exercises: completion, matching, multiple choice, questions to be answered in complete sentences, synonyms, antonyms, dictation of complete sentences, or fill-in blanks.

Appendix E—Culturally-Oriented Situational Theme for the Spanish Class[*]

UNIT NO. 4: SPANISH LEVEL I

Vamos de Compras

Rationale

It is our conviction that the study of a foreign language provides the most enlightened path toward understanding the various peoples who occupy planet Earth. And what can be more important to the future of man than a closer relationship with "his brother?"

Introduction

These suggestions are designed to explore a more meaningful, effective, and relevant approach to acquiring ability to communicate in Spanish. The focus here is a life situation in which the student is taught to function in the foreign language.

Basic Objectives of This Unit

(1) To familiarize the students with the necessary Spanish vocabulary and expressions to enable them to make a variety of purchases with ease.
    (a) To acquaint students with the various types of stores.
    (b) To enable students to handle monetary transactions.
    (c) To acquaint students with the different systems of designating clothing sizes.
    (d) To equip students with the necessary vocabulary to discuss the similarities in dress and hairstyles appropriate to various social occasions.

(2) To teach and provide practice in the use of such grammatical situations as are needed in consonance with the above objectives.

Methods and Materials

The suggested procedures and enrichment activities outlined here are points of departure for the teacher, who should not consider himself limited by them. They are designed to provide innovative ideas that will spark student creativity. The teacher will build upon and adapt these suggestions according to the needs, interests, and capabilities of his students. All the suggested activities should be associated with appropriate visuals.

The many textbooks that are in use today can serve as a source of materials which can be adapted to reinforce, enhance, and enrich the thematic units according to the interests and ability of the students.

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The participation of the students in the preparation of materials should be actively encouraged. For example, students may assist by drawing pictures and charts, making models, or bringing in pictures from magazines. It is also suggested that the teacher include simple songs and poems related to the situational themes.

Many of the grammatical structures listed will appear in several units. These should therefore be treated in the warm-up or as the vehicle for the introduction of new vocabulary expressions.

The grammatical structures should be treated WITHIN THE CONTEXT OF THE UNIT.

Time Sequence

This depends upon the ability of the students. We suggest, however, approximately *four* to *six* weeks for each thematic unit when Level I is covered in one year.

If Level I is covered in *two* years, as is the case in the 7th and 8th grades, then *eight* to *ten* weeks should be the appropriate time span. In the intermediate schools, where Level I is covered in *three* years, then *twelve* to *fourteen* weeks should be allocated for this unit.

Culture

Cultural information that is relevant to the situational topic should be presented within the unit. The suggested topics to be treated in this unit are:

(1) The *peseta* is the monetary unit of Spain. (The monetary units of other Spanish-speaking countries may also be explored: Mexico—*peso*, Venezuela—*bolívar*, Puerto Rico—*dólar*, etc.). Although the current rate of exchange fluctuates, there are approximately sixty *pesetas* to the dollar. Purchases have traditionally been paid *al contado* (in cash), but credit cards are becoming popular in Spain.

(2) To make a telephone call from a public telephone, it is necessary to purchase a token (*una ficha*).

(3) The Spaniards traditionally shop for food in the *mercado*. There are also small grocery stores, *tiendas de comestibles*. The *supermercado* is also a part of modern-day Spain. Food is usually bought fresh each day. Canned food and frozen food are more expensive. Frozen food is still very limited in Spain today.

(4) The small specialty shops or 'boutiques,' borrowed from the French, are very prevalent in Spain. However, large department stores are popular in Spain. The most famous are *Galerías Preciados* and *El Corte Inglés*. These stores also have *sucursales* (branches) in other cities.

(5) Food is usually bought daily in small specialty shops such as *la carnicería, la panadería, la frutería*.

(6) In Spain the floor above the ground floor (*planta baja*) is the first floor (*primer piso*). Thus the third floor in New York is the *segundo piso* in Spain.

(7) Spain is an emerging country in the fashion world. Many fine quality articles of clothing are made in Spain and sold widely in the United States. Leather items, shoes, and suede or leather jackets and coats are among Spain's most important exports in fashion. Oscar de la Renta is a Spanish fashion designer who is well known in the United States.

(8) The difference between American sizes and Spanish sizes (*talla, número*) should be explained.

Las Tallas y los Números

(A) Señoras								
(1)	Abrigos y vestidos							
	Estados Unidos	8	10	12	14	16	18	20
	España	38	40	42	44	46	48	50
(2)	Zapatos							
	Estados Unidos	4	5	6	7	8	9	
	España	35	36	37	38	39	40	
(3)	Blusas, suéteres y combinaciones							
	Estados Unidos	32	34	36	38	40	42	
	España	38	40	42	44	46	48	
(B) Señores								
(1)	Sobretodos y trajes completos							
	Estados Unidos	36	38	40	42	44	46	
	España	46	48	51	54	56	59	
(2)	Zapatos y zapatillas							
	Estados Unidos	8	8½	9½	10	10½		
	España	41	42	43	44	45		
(3)	Camisas							
	Estados Unidos	14½	15	15½	16	16½		
	España	37	38	39	40	41		

(9) Politeness and formality characterize the *cliente-dependiente* (customer-salesman) relationship.

(10) In Spain, many stores and offices may close for lunch from two to four o'clock. This time is made up by staying open later in the evening.

(11) As a rule, men go to *la peluquería* (barber shop) for a haircut (*corte de pelo*), and women go to the *salón de belleza*.

Vocabulary and Useful Expressions

la ropa
el traje
el abrigo
el sobretodo
el impermeable
los pantalones
el chaleco
el vestido
la blusa
la corbata
el suéter
la chaqueta
la falda
el cinturón
el botón
la manga
el cuello
el bolsillo
la lana

el algodón
el nilón
la seda
el oro
la plata
los guantes
los anteojos
las gafas
los zapatos
la ropa interior
los calcetines
las botas
las pantuflas
el cuero
las sandalias
las medias
la cartera
la bolsa
la gorra

el sombrero
la joya
los aretes
el brazalete
el collar
la peluquería
el banco
la tienda
el escaparate
el precio
la caja
la moneda
el dinerola
la peseta
el dependiente
el cliente
el comprador
el peluquero
el barbero

la barbería
el salón de belleza
hacerse cortar el pelo
la carnicería
la farmacia
la lechería
la panadería
la librería
la biblioteca
la florería
el supermercado
el carnicero
el panadero
el lechero
el librero
el centavo
el peso
el cheque
el vendedor

el piso
la planta baja
el ascensor
la escalera (eléctrica)
el centro
la entrada
la salida
empujar
tirar
llevar

probar
ponerse
atar
comprar
pagar
costar
vender
buscar
encontrar
hallar
decidir

odiar
escoger
mirar
bonito, -a
feo, -a
estar de moda
caro, -a
barato, -a
la ganga
largo, -a
otro, -a

nuevo, -a
viejo, -a
todo, -a
un poco de
mucho, -a
demasiado
¿En qué puedo servirle a Ud.?
Quisiera. . .
ir de compras
se prohibe fumar
Favor de no tocar.
quedarle bien a alguien

Developmental Questions

N.B. In preparing these units around a specific theme, it has been necessary at times to use some structures which normally would be taught at a later time. When you encounter these structures in the Developmental Questions, please note that they are to be taught *in context only* and *only as needed* in the particular situation. They will be thoroughly treated at the appropriate time.

Question	*Grammatical and/or Cultural Reference*
(1) ¿De qué color es la corbata de Pablo?	(a) Colors—placement, agreement; shades—light, dark
	(b) Use of interrogative *de qué*
	(c) *Ser*
	(d) *De* with possessives
(2) ¿Cuánto cuesta. . .? ¿Cuánto vale. . .? ¿Cuál es el precio de . . . ?	(a) Use of *cuánto*
	(b) Cardinal numbers 1-1000
	(c) Value of *peseta*
	(d) Use of *del, de la, de*, etc.
(3) ¿Qué lleva Ud. cuando llueve?	(a) Use of *qué*
	(b) Articles of clothing
	(c) *-ar* verbs
	(d) Weather expressions
(4) ¿Qué vino prefiere Ud., el blanco o el tinto? ¿Qué falda le gusta más, la roja o la azul?	(a) Use of *qué*
	(b) Stem changing verb *preferir*
	(c) Expression *gustar más*
	(d) Colors—agreement, placement
(5) Aquí tiene los zapatos pardos. ¿Le gustan?	(a) *Gustar*
	(b) Position of adjectives
	(c) Agreement of adjectives
	(d) Colors
(6) ¿Usa Ud. anteojos para leer el periódico?	(a) Use of *para* + infinitive
	(b) *-ar* verbs
(7) ¿Desea (necesita) Ud. algo en la carnicería?¿...en la tienda de comestibles?	(a) Discuss different types of shops
	(b) *-ar* verbs

(8) Para ir de la planta baja al segundo piso uno usa. . .	(a)	Ordinal numbers
	(b)	Discuss *planta baja*
	(c)	Use of *uno*
(9) ¿Lleva Ud. guantes de lana o de piel?	(a)	Fabrics—with *de*
	(b)	*-ar* verbs
(10) ¿Me queda bien este traje? ¿Me queda mejor este traje?	(a)	*Quedarle*
	(b)	Adverbs *bien* and *mal*
	(c)	Demonstrative adjectives
	(d)	Comparatives *mejor* and *peor*
(11) Esto es una ganga, ¿verdad?	(a)	Use of *esto*
	(b)	Tag question *¿verdad?*
(12) ¿Compramos el pan en la carnicería?	(a)	*-ar* verbs
	(b)	Vocabulary—names of shops and articles sold in them
(13) ¿Va Ud. de compras a Galerías Preciados?	(a)	Verb *ir*
	(b)	Idiom *ir de compras*
	(c)	Discuss Spanish department stores
(14) ¿Qué compra Ud. en el supermercado?	(a)	*Qué*
	(b)	*-ar* verbs
	(c)	Vocabulary—items in supermarket
(15) ¿Tienes una ficha para el teléfono?	(a)	Verb *tener*
	(b)	Use of *ficha* in Spain
	(c)	Use of *para* to express purpose
(16) ¿Qué tienes que comprar para la fiesta?	(a)	Verb *tener*
	(b)	Idiom *tener qué* + infinitive
	(c)	Use of *para* to express purpose
(17) ¿Qué lleva Ud. cuando hace calor?	(a)	Use of *qué*
	(b)	*-ar* verbs
	(c)	Weather expressions
(18) ¿Usa Ud. impermeable cuando hace sol?	(a)	*-ar* verbs
	(b)	Weather expressions
	(c)	Clothing vocabulary
(19) ¿Qué compra Ud. en una librería?	(a)	Use of *qué*
	(b)	Vocabulary—names of stores and articles sold in them
(20) ¿Qué quiere Ud. comprar para la fiesta?	(a)	Use of *qué*
	(b)	*Querer* + infinitive
	(c)	Use of *para*
	(d)	Vocabulary—party foods and beverages
(21) ¿A dónde va Ud. para comprar. . .?	(a)	Use of *a dónde*
	(b)	Vocabulary—names of stores and articles sold in them
(22) ¿Quién va de compras en su familia?	(a)	Use of *quién, quiénes*
	(b)	Verb *ir*
	(c)	Idiom *ir de compras*
	(d)	Possessive adjectives

(23) ¿Cuántos. . .hay en la clase?	(a) Use of *cuántos, -as* (b) Numbers (c) Use of *hay*
(24) Si. . .cuesta(n). . .pesetas, ¿cuánto cuesta(n). . .?	(a) Use of *cuánto* (b) Numbers (c) Stem changing verb *costar*

Grammatical Structures

Level I has been divided into six culturally-oriented situational units. Included in each unit are those structures which lend themselves to the theme of that unit. Many grammatical structures will therefore reappear in the course of the six units.

The list of structures is not a *sine qua non.* The teacher should be selective in the choice of structures which he develops within this thematic unit, basing his decision on those structures already mastered by his students.

It is suggested that the teacher give classroom directions in Spanish at all times.

(1) Articles
  (a) Definite and indefinite articles, singular and plural
  (b) Contraction with *a* and *de*
  (c) Omission with unmodified nouns of occupation
(2) Numerals
  (a) Cardinal numbers 1-1000
  (b) Use of *uno (Para ir de la planta baja al segundo piso, uno usa)*
(3) Nouns
  (a) Number and gender
  (b) Used as adjectives with *de* (i.e., *de seda, de algondón)*
(4) Adjectives
  (a) Number and gender
  (b) Agreement
  (c) Position following the noun
  (d) Limiting adjectives (numbers, *otro, mucho, poco*)
  (e) Exclamatory and interrogative *qué*
  (f) Possessive adjectives (*mi, tu, su,* etc.)
  (g) Shortened forms of *bueno, malo, primero, uno, tercero*
(5) Interrogatives—*dónde, a dónde, cuánto, qué, cuál, quién, de qué, por qué, cuándo*
(6) Verb Structures
  (a) Present tense of regular verbs in three conjugations
  (b) Present tense of irregular verbs *estar, hacer, ir, querer, tener, ver, dar, oír, saber, salir, traer, venir, ser*
  (c) Preterite of regular verbs
  (d) Use of *ser* and *estar*
  (e) Use of *hay* and *había*
  (f) Complementary infinitive (with *desear, querer, saber, necesitar)*
  (g) *Ir a* to express near future
  (h) *Para* + infinitive in response to *¿para qué?*
  (i) *¿Te gusta(n)? ¿Le gusta(n) a Ud.? Me gusta(n)* followed by noun and infinitive
  (j) Stem changing verbs *preferir* and *costar*
(7) Adverbs
  (a) *Más, menos*
  (b) *Mejor, peor*
(8) Pronouns—indirect object pronouns used in expressions such as *me gusta, le queda*

Reading

It is suggested that the teacher choose, from the texts he is using, appropriate reading selections related to the situational theme. Appropriate readings may include dialogues, short passages, newspaper and magazine articles, or advertisements. Whenever desirable, the teacher should write original dialogues or short passages.

Suggested Procedures

(1) Introduce and drill clothing vocabulary using various forms of realia.
   (a) Magazine clippings, preferably from Spanish fashion magazines to give clothing the look of fashion in contemporary Spain
   (b) Overhead projector transparencies
   (c) Bring in actual items of clothing
   (d) Pictures created by students
   (e) Sketches on the board
   (f) Puppets or marionettes

(2) Ask students to describe what they are wearing, using colors and other adjectives such as *bonito, largo, corto.* Students may enjoy describing what fellow classmates are wearing.

(3) Collect from magazines (or have students bring in) colorful pictures of people. You might use a picture of Santa Claus, a movie star, or a cartoon character. Have students describe the attire of the characters in the picture.

(4) Have students read variations of a basic 'shopping' dialogue, substituting different colors, clothing articles, sizes, and prices.

(5) Role-playing: Have students act out various scenes in a Spanish department store. Use props and money. Some possibilities are:
   (a) Going shopping for a birthday gift
   (b) Trying to get service in a crowded store during the holiday rush
   (c) Making up one's mind about which outfit to buy, to the dismay of the *dependiente*
   (d) Trying too hard to make a sale
   (e) Window-shopping
   (f) TV commercial
   (g) Exchanging an article of clothing.

(6) Students will bring in, show, and describe to the class clothing ads from Spanish publications containing familiar words and expressions. Students can then create their own ads in Spanish using familiar vocabulary.

(7) Games
   ¿Quién lleva. . .? Have a student describe three items worn by a classmate, without revealing the person chosen. The first student to give the name of the person being described wins the round.
   (b) Money transaction game: The teacher says, *La blusa cuesta noventa pesetas. Yo doy cien pesetas al dependiente.* Students must compute and give the correct change. Students may be divided into teams for this game. After several demonstrations, students may play the teacher's role.

(8) Bulletin boards
   (a) Have students bring in pictures of interesting or amusing characters, mount their pictures on construction paper, and add the following descriptive information:
   El (ella) se llama. . .
   El (ella) tiene. . .años.
   El (ella) lleva . . ., . . . y . . . (articles of clothing with descriptions).
   Encourage students to use their imagination. They might want to design them as 'Wanted' (*Se busca*) posters, with a reward for the capture of the character described.
   (b) Design a bulletin board to look like the *escaparate* of a Spanish department store or boutique. Include prices and other relevant information.

(9) Have students make up a shopping list for a day at an *almacén.*

(10) Have students write a guided composition using the following questions as suggestions for content.
   ¿Qué va Ud. a comprar?

¿Por qué?
¿Cuánto dinero quiere Ud. gastar?
¿A dónde va Ud. para comprar. . .?
¿Es una tienda grande o pequeña?
¿En qué piso se halla. . .?
¿Cuánto cuesta (vale). . .?

As a listening-writing exercise, the teacher would give these questions orally and allow time for the students to write the appropriate statement.

Enrichment

(1) Discuss with students the cultural implications of the following proverbs and sayings.
El hábito hace al monje.
Todo lo que reluce no es de oro.
La ropa sucia se lava en la casa.

(2) Have students plan a seasonal wardrobe.

(3) Audio-visual aids: Film available through BAVI—*De compras* (Juan y María Series) 1 reel, 11 minutes, color. Juan and Maria go shopping in a department store where many varied items are available. They also visit a modern market for meat, vegetables, and fruit.

(4) Create songs based on Spanish melodies. For example: Based on *La Cucaracha*

(coro)
La ropa tuya
La ropa tuya
Ya no la puedes usar
Porque es chica
Ya no te queda
Tienes que adelgazar.

Una cosa me da risa
Tu barriga en la camisa
Dos helados en el almuerzo
No te hace ser esbelto
(coro)
Otra cosa me da risa
Tu abrigo en la brisa
Ya no cierran los botones
Tendrás gran frío en los pulmones.

(Encourage students to add verses)

Suggestions for Testing

(1) Picture test (requiring oral or written answers).
  (a) *Cierto/Falso*
  (b) *¿Qué es esto?*
  (c) *¿De qué color. . .?*
  (d) Multiple choice (visual cue with printed options)
  (e) *Déme el número en español*

(2) Oral questions requiring oral answers.
Una blusa cuesta noventa pesetas, ¿cuánto cuestan tres blusas?

(3) Oral questions requiring short written answers. (Example: *¿Quién soy yo?*)
  (a) *Yo llevo una falda.* *muchacho* *muchacha*
  (b) *Yo llevo una corbata de seda.* *muchacho* *muchacha*

(4) Oral or written statements to test specific vocabulary and general comprehension.
  (a) *Cierto/Falso*
  (b) Questions: *¿Qué lleva Ud. cuándo llueve?*
  (c) Multiple Choice. *Yo llevo. . .en la cabeza.*
    (i) *zapatos negros*
    (ii) *guantes*
    (iii) *un sombrero de paja*
    (iv) *una corbata*

(d) *¿A quién habla Ud.?*
Teacher gives a line of conversation, asking students to indicate to whom it is addressed. For example: *La ropa es muy cara. No debemos entrar en esta tienda.*
(i) *al dependiente*
(ii) *a un(a) amigo(a)*

(5) The teacher or student reads a line of dialogue and students give appropriate oral or written rejoinders.

(6) Picture stimulus test. Student selects a picture and prepares five oral or written sentences to describe it.

(7) Cued response test.
Model: *Cuando llueve llevamos impermeable.*
Teacher: *(Cuando hace frio.)*
Student: *Cuando hace frio llevamos abrigo.*

(8) Sentence expansion (oral or written) by addition of adjective to test adjective placement and agreement.
Es un sombrero. (rojo) Es un sombrero rojo.

(9) Written tests based on readings, structural items, and vocabulary. These tests should contain a variety of test exercises: completion, multiple choice, matching, questions to be answered in complete sentences, synonyms, antonyms, dictation of complete sentences, or fill-in blanks.

Appendix F—Questionnaire on Foreign Language Testing

BASIC INFORMATION

(1) What is the *current student enrollment* in your school? (Here and throughout the questionnaire, please consider "your school" to include a single high school, *plus* any and all elementary and junior high schools which send students to it.) Please write the total number of students in each of the three categories below:

Grades:	K-6	7-8	9-12
No. of Students:	________	________	________

(2) What is the current student enrollment in *modern foreign languages?*

Grades:	K-6	7-8	9-12
No. of Students:	________	________	________

(3) Other comments on the organizational structure of your school or the modern language enrollment?

____

(4) Type of school: (please check *one*)
☐ Public ☐ Private ☐ Parochial

(5) Area in which school is located: (check *one*)
☐ Urban ☐ Suburban ☐ Rural

(6) Which of the following best describes the degree of financial support that your foreign language program receives? (check *one*)
- ☐ The language program has a very satisfactory level of financial support; budgetary matters are of no real concern.
- ☐ The language program has an adequate level of financial support, but additional support in certain areas would be highly desirable.
- ☐ The language program has a low level of financial support, making an effective program difficult.

(7) For *each* of the modern languages listed below, please place check marks to indicate which languages are offered in which grades (i.e., make a check mark for each language and grade combination). Write in additional language names if necessary.

	Prior to 3rd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
FRENCH											
SPANISH											
GERMAN											
ITALIAN											
RUSSIAN											

The remainder of the questionnaire consists of questions about foreign language testing and evaluation practices at your school, categorized into a number of broad areas denoted by bold face headings. Below each heading is a short description of the area. If, *after carefully reading the description*, you find that the area *does not apply* to your school's modern language program, mark "*no*" to the question immediately below the description and go on to the next area. If the area *does* apply, please mark "*yes*" and continue with the remaining questions in that section.

LANGUAGE APTITUDE TESTS

Language aptitude tests are special tests designed to measure the ease with which individual students will probably be able to learn a modern foreign language. These include the *MLAT (Modern Language Aptitude Test)* and the *LAB (Pimsleur Language Aptitude Battery)*. Students do not need to know any foreign language at the time they take the test.

(8) Does your school foreign language program currently make any use of *language aptitude tests* in any of the grades K-12?
[ ] No. (If "no," please go on to question 13.)
[ ] Yes. (If "yes," please answer the questions below.)

(9) For which language(s) are the language aptitude tests used? (check *all that apply*)
[ ] French [ ] Spanish [ ] German [ ] Italian [ ] Russian [ ] Other (name)____

(10) Which language aptitude tests are used? (check *all that apply*)
[ ] *EMLAT* (an *elementary version* of the *Modern Language Aptitude Test* for grades 3-6)
[ ] *MLAT* (*Modern Language Aptitude Test* by Carroll and Sapon, 1959)
[ ] *LAB* (*Language Aptitude Battery* by Pimsleur, 1966)
[ ] Other published language aptitude test (name)____________________
[ ] Locally-developed language aptitude test (describe)____________________

(11) Are language aptitude tests *routinely* administered to beginning language students (or prospective students), as opposed to infrequent or special-purpose administration?
[ ] Yes, language aptitude tests are routinely administered at the following levels (check *all that apply*)
  [ ] Elementary
  [ ] At grade 7
  [ ] At grade 9
[ ] No, language aptitude tests are not administered routinely, but they are occasionally administered for special purposes. (please describe)
____

(12) How are the language aptitude test scores *used?* (check *all that apply*)
- ☐ To *select* those students who will be allowed to study a foreign language. Students who do not score high enough on the aptitude test are not permitted to enroll in a language course.
- ☐ To *place* students into "faster" or "slower" language courses or some other differentiated language courses, but *not* to exclude them from language study.
- ☐ For some other use or combination of uses. (please describe)____________

ATTITUDE AND MOTIVATION MEASURES

Attitude and motivation measures refer to inventories or questionnaires which ask the student to give such information as: his level of interest in studying a foreign language, his reasons for wanting to learn a foreign language, his opinions and feelings about persons who speak the language natively, and so forth. A good example of this type of measure is the *Foreign Language Attitude Questionnaire* prepared by Leon Jakobovits for the 1970 Northeast Conference. Some schools may have prepared attitude and motivation measures within their own language programs.

(13) Does your school foreign language program currently make any use of *attitude or motivation measures* in any of the grades K-12?
- ☐ No. (If "no," please go on to question 18.)
- ☐ Yes. (If "yes," please answer the questions below.)

(14) For which language(s) are the attitude or motivation measures used? (check *all that apply*)
☐ French ☐ Spanish ☐ German ☐ Italian ☐ Russian ☐ Other(name)______

(15) Which attitude or motivation measures are used? (check *all that apply*)
- ☐ The *Foreign Language Attitude Questionnaire*
- ☐ Some other published attitude or motivation measure (name)____________
- ☐ A locally-developed measure (please describe)____________

(16) How is information obtained from the attitude or motivation measures *used?* (please describe)
____

(17) Other comments on attitude or motivation measures?____________
____

STANDARDIZED ACHIEVEMENT TESTS

Standardized achievement tests are published language tests, accompanied by norms tables and other interpretative information. Typical standardized achievement tests include the *MLA-Cooperative Foreign Language Achievement Tests* (published by Educational Testing Service) and the *Pimsleur Language Proficiency Tests* (published by Harcourt, Brace).

(18) Does your school foreign language program currently make any use of *standardized achievement tests* in any of the grades K-12 (either entire test batteries or individualized tests)?

[ ] No. (If "no," please go on to question 30.)
[ ] Yes. (If "yes," please answer the questions below.)

(19) For which language(s) are the standardized achievement tests used? (check *all that apply*)

[ ] French [ ] Spanish [ ] German [ ] Italian [ ] Russian [ ] Other (name)______

(20) Which standardized achievement tests are used? (check *all that apply*)

[ ] *MLA-Cooperative Foreign Language Achievement Tests.* These are listening, speaking, reading, and writing tests at two levels ('L' and 'M') published by Educational Testing Service in 1963, *not* the earlier paper-and-pencil-only tests of reading, vocabulary, and grammar published in 1939-41 and also called "Cooperative" tests.
[ ] *Pimsleur Modern Foreign Language Proficiency Tests.* These are listening, speaking, reading, and writing tests published by Harcourt, Brace in 1967.
[ ] Other standardized achievement test(s) (name)______________________

(21) Is the standardized testing program at your school *identical across languages*, in the sense that tests from a *single* source (MLA-Cooperative, Pimsleur, etc.) are administered at similar times and for similar purposes in all of the modern languages at your school?

[ ] Yes.
[ ] No.

If "yes," please answer questions 22-29 on the basis of the single uniform testing program.

If "no," please base your answers on the language(s) having the most well-organized and extensive standardized testing program at your school, and *identify* the language(s) below. (If more than one language is checked, all of those checked are considered to share an identical testing program.)

[ ] French [ ] Spanish [ ] German [ ] Italian [ ] Russian [ ] Other__________

(22) (Please remember that this and the following questions refer either to a uniform testing program across languages OR to the language(s) most extensively using standardized testing at your school.)

When are the standardized achievement tests administered? (check *all that apply*)

[ ] At the beginning of the school year.
[ ] At a mid-term period during the year.
[ ] At the end of the school year.
[ ] At some other time(s) (please specify)______________________

(23) For what *purposes* are the testing results used? (check *all that apply*)

[ ] To determine which students will or will not be allowed to take a higher-level language course.
[ ] To place students into appropriate language courses at the beginning of the school year.
[ ] To make up part or all of the student's final grade for the course.
[ ] To judge student performance in a course but not to constitute an element in grading.
[ ] To assess the relative effectiveness of individual teachers.

☐ To compare the local language program to some outside standard (for example, national norms).
☐ To analyze local language program results on a year-to-year comparative basis.
☐ To accomplish some other purpose(s). (please describe)____________________
____

(24) Who receives information about the *results* of the testing? (check *all that apply*)
☐ The classroom teacher receives a score report for his own students.
☐ The foreign language chairman and/or language coordinator receive(s) a score report for all the students tested.
☐ The student receives a report of his scores.
☐ The student's parents are sent a report of his scores.
☐ School administrators other than the language staff receive a score report (for example, guidance director, school principal, superintendent).
☐ Other distribution of results. (please describe)____________________

(25) Is the *speaking test* portion of a standardized achievement battery administered at any time during the school year?
☐ No. (If "no," please go on to question 28.)
☐ Yes. (If "yes," please answer the questions below.)

(26) How is the speaking test *administered*? (check *one*)
☐ In a language laboratory equipped for student recording.
☐ By using two portable tape recorders, one to play the master test tape and the other to record the student's responses (only one student tested at a time).
☐ Through some other procedure. (please describe)____________________

(27) How is the speaking test *scored?* (check *one*)
☐ Each teacher scores the tests for his students.
☐ The teachers score on a cooperative basis (for example, by exchanging tapes, scoring as a group, etc.).
☐ Locally-hired persons (other than the school teachers) are used.
☐ An outside scoring service is used.

(28) Is the *writing test* portion of a standardized achievement battery administered at any time during the school year?
☐ No. (If "no," please go on to question 30.)
☐ Yes. (If "yes," please answer the question below.)

(29) How is the writing test *scored?* (check *one*)
☐ Each teacher scores the tests for his students.
☐ The teachers score on a cooperative basis (for example, by exchanging test booklets, scoring as a group, etc.).
☐ Locally-hired persons (other than the school teachers) are used.
☐ An outside scoring service is used.

PROFICIENCY TESTS

Proficiency tests are intended to measure the extent to which the student is able to use the foreign language successfully in "real-life" language use contexts. For example, a proficiency test in *reading comprehension* would present the student with a number of genuine, unmodified texts such as newspaper reports and magazine articles and then measure the extent to which he is able to understand these "real-life" reading materials.

A proficiency test of *listening comprehension* would present typical listening situations encountered in real life, such as: conversations between two or more people at normal speed and with the usual background noises; communication by telephone, including the reduced frequency response typical of telephone transmission; and so forth.

A proficiency test of *writing* might ask the student to produce various kinds of notes, memos, personal letters, business letters, and other types of writing that a person would do in the course of his day-to-day living.

A proficiency test of *speaking* would involve measuring the extent to which the student is able to "get information across" in typical conversational situations, including the psychological effect which his speech has on his listener. (For example, does the speaker come across as a fumbling, obviously non-native speaker, or does his speech approach the smoothness and unobtrusiveness of a native's?) The so-called "FSI" (Foreign Service Institute) conversational interview test is one example of a proficiency test in the speaking area.

In all cases, proficiency tests measure what the student can *do* with the language *in pragmatic real-life situations.*

(30) Does your school foreign language program currently make any use of *proficiency tests* in any of the grades K-12? (Note: This question refers to proficiency tests as defined above, *not* to certain standardized achievement tests sometimes referred to as "proficiency" tests.)

☐ No. (If "no," please go on to question 33.)
☐ Yes. (If "yes," please answer the questions below.)

(31) For which language(s) are the proficiency tests used? (check *all that apply*)

☐ French ☐ Spanish ☐ German ☐ Italian ☐ Russian ☐ Other (name)_____

(32) Please describe the proficiency tests used, including how the tests were obtained or developed, the specific skill(s) tested, and how the tests are administered and used within your program.

LOCALLY-DEVELOPED TESTS

Locally-developed tests are tests which are *systematically planned and produced* by teachers or other staff associated with the school language program. This category does *not* refer to chalkboard quizzes or other tests which individual teachers prepare and administer on their own, but instead to tests or series of tests which the language staff have developed on a cooperative basis as an integral part of the language teaching program.

Locally-developed tests can include both "diagnostic" or "feedback" tests administered at frequent intervals during the course, and tests of general achievement administered at the end of the course or at other significant points in the language program.

(33) Does your school foreign language program currently make any use of *locally-developed tests* (as defined above) in any of the grades K-12?
☐ No. (If "no," please go on to question 41.)
☐ Yes. (If "yes," please answer the questions below.)

Note: For questions 34-40, please base your answers on the language(s) having the most well-organized and extensive locally-developed tests, and *identify* the language(s) below.
☐ French ☐ Spanish ☐ German ☐ Italian ☐ Russian ☐ Other (name)______

(34) Which language skills are tested by the locally-developed tests? (check *all that apply*)
☐ Listening (Student hears spoken material and marks or writes his response.)
☐ Reading (Student reads printed material and is tested on his comprehension of the text.)
☐ Writing (Student must write out an answer; include here fill-in-the-blank exercises for vocabulary or structure.)
☐ Speaking (Student must speak aloud.) If this box is checked, please also indicate whether the student's responses are:
☐ Scored on the spot OR ☐ Tape recorded for later scoring

(35) How frequently are locally-developed tests administered for *"diagnostic" or "feedback" purposes* so that the student or teacher can make proper learning/teaching adjustments during the course? (check *one*)
☐ At some point in almost every class period
☐ At the end of each topical unit
☐ About once every two weeks
☐ About once a month
☐ On some other schedule (please describe)__________________
☐ Locally-developed tests are not used for this purpose.

(36) How frequently are locally-developed tests administered for *general achievement testing or grading purposes?* (check *one*)
☐ At some point in almost every class period
☐ At the end of each topical unit
☐ About once every two weeks
☐ About once a month
☐ On some other schedule (please describe)__________________
☐ Locally-developed tests are not used for this purpose.

(37) About what proportion of the questions in the locally-developed tests are *multiple-choice* (i.e., 3-, 4-, or 5- option; do not count "true-false")? (Check *one*)
☐ Most of the questions are multiple-choice.
☐ There is a combination of multiple-choice questions and other types of questions.
☐ All or virtually all of the questions are *other than* multiple-choice.

(38) Do teachers or other language staff keep records of student responses to *individual test questions* (as distinguished from total test scores)?
☐ No.
☐ Yes. If "yes," please describe the use made of this information____________

(39) Do the students themselves participate in scoring any of the locally-developed tests or certain parts of the tests?
☐ No.
☐ Yes. If "yes," please describe this participation ____________________

(40) Listed below are a number of problems or difficulties which school systems sometimes encounter in producing and using locally-developed tests. For *each* of the following, please mark one of the three boxes to indicate whether it has been a "major problem," "somewhat of a problem," or "no real problem" in your own locally-developed tests.

	A Major Problem	Somewhat of a Problem	No Real Problem
(a) Lack of administrative support in developing locally-prepared tests	☐	☐	☐
(b) Insufficient teacher interest in the testing and evaluation process	☐	☐	☐
(c) Lack of time to plan and prepare the tests	☐	☐	☐
(d) Lack of time to score the tests	☐	☐	☐
(e) Lack of time to maintain necessary records of student performance	☐	☐	☐
(f) Lack of time to adequately interpret and use information provided by the tests	☐	☐	☐
(g) Lack of sufficient local knowledge and expertise in planning tests and preparing valid test questions	☐	☐	☐

TEXTBOOK TESTS

Textbook tests are tests supplied by publishers for use with their own textbook programs. These refer to testing materials published as separate workbooks, test tapes, and so forth, and do *not* include quizzes or short test exercises sometimes included in the textbook itself at the end of individual units.

(41) Does your school foreign language program currently make any use of *textbook tests* (as defined above) in any of the grades K-12?
☐ No. (If "no," please go on to question 45.)
☐ Yes. (If "yes," please answer the questions below on the basis of the most well-organized and extensive program of textbook testing at your school.)

(42) Which of the following best describes the use made of the textbook tests? (check *one*)
☐ Textbook tests are routinely administered in each teacher's class at the recommended times in the programs.
☐ Textbook tests are used at the option of the individual teachers, at least some of whom make fairly frequent use of them.
☐ Textbook tests are rarely used by any of the teachers.

(43) How appropriate do the language department staff find the textbook tests as valid measures of the students' course achievement? (check *one*)
- ☐ Very accurate measures
- ☐ Fairly good measures
- ☐ Relatively poor measures

(44) Additional comments on the use of textbook tests at your school?____________________
____

OTHER TOPICS

(45) Does your school foreign language program currently make any use (grades K-12) of tests specifically addressed to topics of the foreign language *culture* (as distinct from measuring language skills per se)?
- ☐ No.
- ☐ Yes. (please describe the tests and their use)____________________

(46) Does your foreign language program (grades K-12) administer any of the "AAT" tests (for example, the French Contest tests sponsored by the AATF)?
- ☐ No.
- ☐ Yes. (please name the language or languages)____________________

(47) *During the current school year,* have you or other members of the foreign language staff participated in a course, workshop, or other formally-organized instructional program on foreign language testing?
- ☐ No.
- ☐ Yes. (please describe)____________________

Please accept our sincere thanks for your time and effort in responding to this questionnaire. If there are any additional comments you would care to make on topics raised in this questionnaire or on testing matters generally, please feel free to do so on a separate page. The completed questionnaire should be returned as soon as possible (using the prepaid envelope provided) to: Northeast Conference on the Teaching of Foreign Languages, Box 623, Middlebury, VT 05753.

Articles and Papers of Northeast Conference Awards

Donald D. Walsh

Gladly Teche... and Gladly Lerne[*]

In the Prologue to the *Canterbury Tales*, Chaucer says of the Clerk of Oxenford: "And gladly wolde he lerne, and gladly teche." I have reversed Chaucer's order of clauses because I want to talk about the joyous effect of glad teaching upon glad learning, and by 'glad' I mean enthusiastic, dynamic, contagious. These words describe ideal teaching and ideal learning. In all areas of education and at all levels of education, learning is more important than teaching, and the learner is more important than the teacher. This primacy of learning is especially important in areas where student performance is the goal, e.g., fine arts, music, and foreign languages. And so it is especially important for you foreign language teachers to realize that the main purpose of *your* performance is to elicit good performance from your students. In foreign language classes the lecture is rarely tolerable, unless it is a lecture by a student.

Your goal, as foreign language teachers, should be to establish a climate, an atmosphere, in which good learning can and will flourish. The student must be coaxed, cajoled, lured into performing in the foreign language. You must use a variety of devices to increase the chances that he will perform successfully. You must be good psychologists. You must realize the enormous, almost paralyzing, self-consciousness of the teen-age learner, his embarrassment when you ask him to make peculiar, almost indecent, sounds in public. You must use all your cunning, all your shrewdness, all your guile, to overcome this embarrassment.

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[*] An address given at the Northeast Conference in Washington, D.C., on 19 April 1974.

The first day of a beginning foreign language class can be the most important day, the orientation for an activity that will be, for some of the students at least, a life-long joy. Ask them why they are beginning the study of a foreign language and of *this* language. If they give trivial or wrong reasons, talk about the good reasons. Say something about the four language skills, about how hard it is to learn a language, but how very rewarding and exciting. Talk about the country or countries where the language is spoken natively and about the culture of these countries. If the language is spoken in parts of the United States, point this out. If the language is spoken in your own community, make a special point of it.

This orientation, necessarily in English, should be carefully planned and brief, twenty minutes at most. Then begin to use the language. A good introduction is to read a poem to show the students how beautiful the language sounds, what a lovely noise it makes. Then get them to begin using the language. Simple arithmetic is a great icebreaker. With fifteen to twenty words for the early numbers plus the four arithmetic signs—all written on the blackboard—in ten minutes you can have students giving answers in the foreign language to such foreign language questions as: four and four are?, three times two are?, eight minus seven are?, and fifteen divided by five are? Even if the teacher is not very good at arithmetic, he can check the accuracy of answers as simple as these.

Foreign language learning should proceed by minimal steps, and each of these steps must be memorized before students advance to the next step. Students often resist memory work. Don't let them resist, or at least don't yield to their resistance. Nobody can understand a language or talk it until the pieces, the building blocks, have been thoroughly digested (that's why the blocks ought to be very small) and until the bits of language are automatically understood or come forth automatically in speech. Make your students memorize useful phrases and short poems until they can say them without thinking. But don't stop there; you want your students to be thinking communicators, not unthinking parrots. Have them recombine and personalize the phrases that they have memorized. They *can* have a limited freedom in variation even with a minimal repertoire of words and constructions. Involve each student in questions and answers about himself as soon as possible. Don't just have him answer *your* questions; get him to ask you questions (we hope not embarrassing ones) about yourself.

Those of us who have been teaching (and writing textbooks) for some time will remember the pit-full and pitiful sentences that we constructed to prove to students that it was almost impossible to learn a foreign language. Here is a horrible example of such torture: "If Doctor Brown had known at half-past eight on Monday that Professor Smith was going to ask if little Peter could go with him to Southern France, he would have told Professor Smith to telephone Uncle Paul at once to see if Aunt Mary wanted to go with them." Twenty-four traps in a single sentence! We noted with mixed emotions, as we corrected the papers, that most of the students had fallen into most of the traps. That was really a sentence to be proud of. Our success as teachers seemed to be in inverse proportion to the success of our students. Now we have learned better—or at least some of us have learned better.

We all, I hope, feel that foreign language instruction should begin early, as soon as the child has learned to read in his own language. I hope that you will all go on struggling to reach this millenial goal. The goal has not yet been reached. You do not always have ideal learning conditions. You may have students who are beginning their foreign language study at the awkward, the teen, age. You may have students who enter your intermediate classes with one or more years of previous foreign language study or exposure that have produced no visible or audible result. Your best strategy is to meet each student where he now is, on his own ground, however shakily he stands on it, and to lead him gently but steadily toward where you want him to be, and where he has a reasonable chance of being, at the end of the year.

If we look back into the middle ages of language teaching, there were only two important skills, reading and writing. Then, in the modern age, came understanding speech and producing speech. These two 'new' skills, which of course are the really 'old' skills, somehow got paired off against reading and writing. The pairing is unfortunate because it is unrealistic. It has little to do with the reality of the student's future foreign language experience.

In assigning priorities and emphases to the four language skills, you must ask yourselves why the student is studying a foreign language. He may not know, but *you* ought to know. One reason, of course, may be just to give you a job teaching him, but that's not a valid reason. If you ask yourselves which of the four skills he will eventually have most use for, which ones he will need to develop most highly, the answer is obvious: reading and listening, not writing and speaking. It is the two passive skills, not the two active ones, that will be of most use to him in later life—and one purpose of education is surely to be of use to the student in later life.

A foreign language can be read at home as well as abroad, and one of your most justifiable goals is unquestionably to enable the student or the adult to read the foreign language with joy and understanding. Writing in the language will usually be done only abroad, and your goal in teaching writing should be to get the student to the point where he can write a letter, a message, or even a laundry list rather than an essay or a short story.

The average student or ex-student is more apt to have contact with the spoken language abroad than at home. He will surely be listening to theater, radio, or television programs rather than taking part in them. Even at the conversational level, the answers that he hears will be longer, more complicated, and more rapid—especially more rapid—than the questions that he painstakingly phrases.

Our audiolingual emphasis has overstressed speech production, near-native fluency, and native accent. We must remember that we are not trying to train international spies. Your speech goal ought to be to train the student to the point that what he says to a native speaker of the language will neither baffle the native nor cause him to giggle.

You must give great stress to listening practice. Heywood Broun once said that in school he mastered Basic French, but when he went to France he discovered that the French weren't speaking Basic French. Tell your students not to sit back and listen but to sit *up* and listen. Listening to a foreign language is hard work, and the student should be given much opportunity to listen in and out of class. He should be able to borrow foreign language records and tapes, and he should be encouraged to buy some and to listen to them at home or in his dormitory room. The language laboratory should not, of course, be used for listening practice—it should be used for active language practice.

In these listening-practice sessions, urge your students to listen patiently, to listen persistently, to listen hard. Warn them not to yield to the temptation to turn their ears off and sit back and rest. Listening is an active and intense preparation for the moment when the student asks a native a question and gasps at the stream of foreign language in answer to his, *Où est le bureau de poste?* or *¿Dónde está el correos?* or *Dov'è la posta?* or *Wo ist die Post?*

In spite of my precautionary remarks about teaching, it is really a marvelous profession. Your raw materials are living, malleable human beings, much more important and with much more potential for growth than any other raw materials. Teaching is great—even though learning is greater. Do gladly help it to happen gladly.

"Oda al presente"*

Este presente
liso
como una tabla,
fresco,
esta hora,
este día
como una copa nueva,
—del pasado
no hay una
telaraña—,
tocamos
con los dedos

"Ode to the Present"

This present,
smooth
as a board,
fresh,
this hour,
this day
like a new goblet—
from the past
there is not a
cobweb—
we touch
with our fingers

---

* Pablo Neruda, *Nuevas odas elementares*, 1956; translated by Donald D. Walsh. From a forthcoming publication of Farar, Straus & Giroux, Inc.; used by permission.

el presente,	the present,
cortamos	we take
su medida,	its measure,
dirigimos su brote,	we guide its sprouting,
está viviente,	it is living,
vivo,	alive,
nada tiene	it has nothing
de ayer irremediable,	of incurable yesterday,
de pasado perdido,	of lost past,
es nuestra	it is our
criatura,	baby,
está creciendo	it is growing
en este	at this
momento, está llevando	moment, it is carrying
arena, está comiendo	sand, it is eating
en nuestras manos,	from our hands,
cógelo,	seize it,
que no resbale,	don't let it slip away,
que no se pierda en sueños	don't let it get lost in dreams
ni palabras,	or words,
agárralo,	grab it,
sujétalo	hold on to it,
y ordênalo	and give it orders
hasta que te obedezca,	until it minds you,
hazlo camino,	make it into a road,
campana,	a bell,
máquina,	a machine,
beso, libro,	a kiss, a book,
caricia,	a caress,
corta su deliciosa	cut its delightful
fragancia de madera	wood fragrance
y de ella	and from it
hazte una silla,	make yourself a chair,
trenza	braid
su respaldo,	its back,
pruébala,	try it,
o bien,	or perhaps
escalera!	a ladder!
Sí,	Yes,
escalera!	a ladder,
sube	go up
en el presente,	in the present,
peldaño	rung
tras peldaño,	after rung,
firmes	your feet
los pies en la madera	steady on the wood
del presente,	of the present,

hacia arriba,	upwards,
hacia arriba,	upwards,
no muy alto,	not too high,
tan sólo	only
hasta que puedas	until you can
reparar	notice
las goteras	the holes
del techo,	in the ceiling,
no muy alto,	not too high
no te vayas al cielo,	don't go off to the sky,
alcanza las manzanas,	grab the apples,
no las nubes,	not the clouds,
esas	let
déjalas	*them*
ir por el cielo, irse	move across the sky, go off
hacia el pasado.	toward the past.
Tú	You
eres	are
tu presente,	your present,
tu manzana:	your apple:
tómala	take it
de tu árbol,	from your tree,
levántala	lift it
en tu	in your
mano,	hand,
brilla	it shines
como una estrella,	like a star,
tócala,	touch it,
híncale el diente y ándate	sink your teeth into it and go off
silbando en el camino.	whistling down the road.

Robert J. Elkins,
Theodore B. Kalivoda,
Genelle Morain,
University of Georgia

Fusion of the Four Skills: A Technique for Facilitating Communicative Exchange[*]

The language teaching profession has become almost obsessed with "The Four Skills." The chant of "listening — speaking — reading — writing" became a sort of incantation to ward off the old grammar-translation bugaboo. We sometimes forget that the ultimate goal in learning a foreign language is not to master the four skills as presented chapter by chapter in the methods book. Rather it is to be able to fuse these skills for genuine communicative exchange.

Unfortunately, at the intermediate level, the teacher often continues to concentrate on the individual skills. Such preoccupation with habit formation drills and other manipulative exercises, or with eliciting sterile responses to sterile questions, may account for the distaste for language study expressed by many students. The foreign language class must provide an enjoyable experience that approximates reality. Imaginative fusion of the skills can play a significant role toward this end.

The concept of fusion calls for the interplay of sound and symbol. It is not limited to listening and speaking on one hand and reading and writing on the other, but rather involves a crossing of speech and the written word. It requires listening to what's said, writing what's heard, reading what's written, saying what's read, and varying combinations of each. Fusion facilitates reenforcement of the four skills. It also offers choices in modes of sending and receiving and permits students to interact in a variety of ways.

Several writers have suggested a number of techniques for using partial fusion through different combinations of the four skills:[1] students *listen* to an oral presentation and *write* a resume (two skills); students *listen* and *write*, then *speak* about the main points in the material (three skills). The possibility of fusing all four skills in one exercise, however, has received little attention. This paper presents a technique which has been used at the University of Georgia to provide four-skill fusion in intermediate language classes.

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[1] See Theodore B. Kalivoda and Robert J. Elkins, "Teaching as Facilitation and Management of Learning," *Foreign Language Education: A Reappraisal. ACTFL Review of Foreign Language Education, Volume 4*, eds. Dale L. Lange and Charles J. James (Skokie, Ill.: National Textbook, 1972), 61-69.

[*] The authors are joint recipients of the 1974 Stephen A. Freeman Award on the basis of this article, which originally appeared in *The Modern Language Journal*, 56(1972), 426-29, and is reprinted here by permission.

Background

Many of us remember the old game of "Gossip" (sometimes called "Rumor" or "Telephone") in which one person starts a message, the next in line passes it on to his neighbor who repeats it to another, and so on around the circle. When the final result is compared to the initial message, there are usually enough discrepancies to evoke a satisfying guffaw. Language teachers have occasionally adopted the technique to provide an interesting form of listening-speaking practice. With the fusion of all four skills as a goal, however, a more dimensional activity is called for. One suggestion for a fusion exercise is outlined below. The reader is assured that its format is not as complicated as first glance might indicate.

"Communication:" A Fusion Technique

Structure

1. The teacher divides the class into groups of six students. Each group represents a miniature communications network.
2. Each group immediately divides into two sub-groups composed of three students each. One sub-group is made up of Students One, Two, and Three; the other sub-group includes Students Four, Five, and Six. The task of each sub-group involves communication with its own triad as well as across sub-group boundaries to members of the other triad (Figure 1).

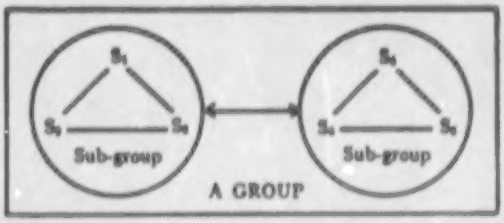

FIGURE 1

Procedure

1. The teacher gives the lead student in each sub-group (Student One and Student Four) a printed text. Student One receives Story A. Student Four receives Story B. The content of each is totally different, but the length and difficulty are equivalent.
2. The lead students read the stories silently (3 minutes).
3. Student One tells Story A in his own words to the members of his sub-group. Student Four tells Story B to his sub-group (4 minutes).

4. The two students in each sub-group who have listened to the story write it down in summary form. The lead students may answer questions to clarify. The students then exchange their written forms with the two students in the other sub-group (5 minutes).
5. Students Two and Three now read the two versions of Story B which were passed to them. Students Five and Six read the two versions of Story A which they received (4 minutes).
6. Students Two and Three cooperate to tell Story B to Student One. Students Five and Six cooperate to tell Story A to Student Four (4 minutes).
7. The two leaders each paraphrase the story in writing (4 minutes).
8. Student One exchanges his written version of Story B for Student Four's written version of Story A.
9. Students One and Four read aloud the versions they have received and each sub-group decides if the new version approximates the original form (5 minutes).
10. All six members of the group share in discussing the successes and failures of the communications venture (5 minutes).

Diagram

As with most game techniques, the instructions are more complex than the practice. The following diagram may serve to clarify the overall scheme (Figure 2).

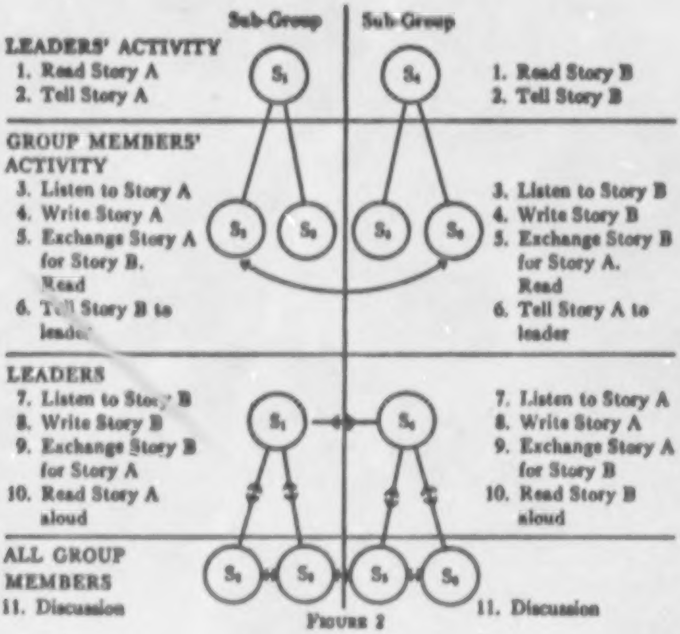

FIGURE 2

Student Involvement

A tally of activities involved shows that during the 30-35 minutes devoted to the exercise, each student engages actively in listening, speaking, reading, and writing. He is motivated by the simple desire to communicate accurately, to get it across, to tell it like it is. The end product for each group of six—the final versions of Story A and Story B—may be compared with the end products from all other groups in the class, with the group achieving the most accurate results designated the winner.

The order in which communicative skills are brought into play follows a natural pattern: read, then tell; listen, then write. It is not difficult to imagine situational counterparts in real life: a boy reads an interesting sports item in the newspaper and eagerly recounts it to his friends; a girl listens to a political candidate present his views and jots them down for the school paper.

Some of the fusion activities—listening, reading, writing—call for individual effort. Others demand cooperative communication: synthesizing the two written versions into the best whole and sharing the telling of it; discussing the final version of each story with two others, then analyzing the discrepancies within a group of six. The student not only acts independently, using all four skills, but also jointly in a group-oriented experience.

Role of the Teacher

The teacher's first responsibility is to select the material to be used in the exercise. The content of the stories must be perceived by the students as worth communicating. Anecdotes with a surprise twist, short tales of the macabre or bizarre, humorous events from the daily news—all make interesting retelling. Later, students may bring in materials of their own choosing, which makes communication even more relevant. It is suggested that the materials contain for the most part familiar vocabulary and structure. Reading and recounting the contents should be a pleasurable experience. Inclusion of some new words and expressions, however, adds that certain zest which comes only with challenge and experimentation. Students should have more opportunities to explore verbally in a non-threatening situation.

During the fusion exercise the teacher circulated among the groups to help with pronunciation and problems of structure. He keeps an eye on the pacing of sub-groups to make sure they are moving through the activity at about the same rate. Once the class gets the feel of the exercise, however, the teacher's role becomes completely unobtrusive. The goal is to establish a communication situation that is self-propelled because it provides its own motivation.

A deterrent to student involvement in communicative exchange may be a feeling of inhibition stemming from linguistic insecurity. Teachers find that four-skill fusion strengthens the self-confidence of the intermediate learner. Students react positively to the chance for communication within moderate guidelines. The fusion technique serves as a bridge between highly structured language practice and liberated expression.

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Thompson, Mary P. [Glastonbury, Conn., P.S.] Dir. '57-'62

Tursi, Joseph, SUNY, Stony Brook, Ed. '70, Dir. '71, Vice Ch. '73, Conf. Ch. '74

Valette, Rebecca, Boston C, Dir. '72-'75.

Vásquez-Amaral, José, Rutgers U, Dir. '60

Walker, Richard H., Bronxville (N.Y.) H.S., Dir. '54

Walsh, Donald D. [MLA], Dir. '54, Sec. Treas. '65-'73

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